# DOCUMENT RESUME

ED 081 672 SO 006 095

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|---|---|
| TITLE | Establishment of Asian Studies Institute. Hearing before the Select Subcommittee on Education of the Committee on Education and Labor. House of Representatives. |
| INSTITUTION | Congress of the U.S., Washington, D.C. House Committee on Education and Labor. |
| PUB DATE | 72 |
| NOTE | 166p.; Hearing Report on H.R.6168 |
| AVAILABLE FROM | Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 |
| EDRS PRICE | MF-$0.65 HC-$6.58 |
| DESCRIPTORS | Area Studies; *Asian Studies; Committees; *Educational Legislation; Federal Government; *Federal Legislation; Federal Programs; Foreign Culture; Government Role; *International Education; Legislation; Speeches |
| IDENTIFIERS | University of Hawaii |

ABSTRACT

The report of House committee hearing on legislation to amend and extend the International Education Act of 1966 presents testimony by various students, professors, administrators, and specialists directly concerned with Asian Studies. Prepared statements and supplemental materials are also presented. The legislation proposed would provide for the establishment of an Asian Studies Institute at the University of Hawaii. The purpose of the Institute is to establish a national and international resource for academic and scholarly education, Asian history, language and culture, and for research into problems of particular concern to Asians or of interest to non-Asians. (KSM)

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# ESTABLISHMENT OF ASIAN STUDIES INSTITUTE

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## HEARING

BEFORE THE

SELECT SUBCOMMITTEE ON EDUCATION

OF THE

COMMITTEE ON EDUCATION AND LABOR

HOUSE OF REPRESENTATIVES

NINETY-SECOND CONGRESS

SECOND SESSION

ON

## H.R. 6168

A BILL TO AMEND THE INTERNATIONAL EDUCATION ACT OF
1966 TO PROVIDE FOR THE ESTABLISHMENT UNDER THAT
ACT OF AN ASIAN STUDIES INSTITUTE

HEARING HELD IN HONOLULU, HAWAII, AUGUST 24, 1972

Printed for the use of the Committee on Education and Labor

CARL D. PERKINS, *Chairman*

SO 006 095

U.S. GOVERNMENT PRINTING OFFICE
86-069 WASHINGTON : 1972

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# ESTABLISHMENT OF ASIAN STUDIES INSTITUTE

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**THURSDAY, AUGUST 24, 1972**

House of Representatives,
Select Subcommittee on Education
of the Committee on Education and Labor,
*Honolulu, Hawaii.*

The hearing before the Select Education Subcommittee of the House Committee on Education and Labor on H.R. 6168, to provide for the establishment of an Institute of Asian Studies at the University of Hawaii, convened in the Asia Room, Jefferson Hall, East-West Center, University of Hawaii, Honolulu, Hawaii, at 10 a.m., August 24, 1972, Hon. John Brademas, chairman of the subcommittee, presiding.

Present: Representatives Brademas and Mink.

Also present: Representatives Hawkins and Burton.

Staff members present: Jack G. Duncan, counsel; Christine M. Orth, staff assistant; and Marty LaVor, minority legislative associate.

Also present: William Cable, counsel, Education and Labor Committee; John Warren, staff assistant; Mattie Maynard, staff assistant.

(Text of H.R. 6168 follows:)

[H.R. 6168, 92d Cong., First Sess.]

A BILL To amend the International Education Act of 1966 to provide for the establishment under that Act of an Asian Studies Institute

*Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,* That the International Education Act of 1966 (20 U.S.C. ch. 29) is amended by adding at the end thereof the following new title:

### "TITLE V—ASIAN STUDIES INSTITUTE

#### "ESTABLISHMENT OF ASIAN STUDIES INSTITUTE

"Sec. 501. In order to promote understanding between the United States and nations of Asia and the Pacific, the Secretary shall, through grants, contracts, or other arrangements with the University of Hawaii or other nonprofit institutions or organizations (or combination thereof), provide for the establishment and operation in Hawaii of an Asian Studies Institute. The Institute will be a national and international resource for academic and scholarly education, Asian history, language, and culture, and for research into problems of particular concern to Asians or of interest to non-Asians.

#### "POWERS OF THE SECRETARY

"Sec. 502. In carrying out this title, the Secretary shall provide the supplies, equipment, and property (including real property) necessary to permit the operation of the Institute, in such a manner as to provide high quality opportunities for scholarly study and research. In carrying out this title, the Secretary shall also provide programs for bringing visiting scholars and faculty to the

Institute and for training, improvement, and travel of the staff. The Secretary shall also provide stipends for individuals being trained at the Institute on the same basis as is authorized by section 101(b).

### "AUTHORIZATION OF APPROPRIATIONS

"Sec. 503. There is authorized to be appropriated to carry out this title the sum of $10,000,000 for the fiscal year 1972, $15,000,000 for the fiscal year 1973, $20,000,000 for the fiscal year 1974, $25,000,000 for the fiscal year 1975, and such sums as may be necessary for each succeeding fiscal year.

"Sec. 504. (a) The Secretary shall provide for the construction, maintenance, and operation of a library which will be adequate to meet the needs of the Asian Studies Institute.

"(b) In addition to the funds authorized to be appropriated by section 503, there is authorized to be appropriated the sum of $5,000,000 for the fiscal year 1972 (to remain available until expended) for the construction of the library provided for in subsection (a). There is further authorized to be appropriated such sums as may be necessary for the maintenance and operation of such library."

Mr. Brademas. The Select Subcommittee on Education of the Committee on Education and Labor of the House of Representatives will come to order for the purpose of receiving testimony on H.R. 6168, a measure to amend the International Education Act of 1966 to provide for the establishment of an Asian Studies Institute in the State of Hawaii.

The Chair would like to observe by way of background that the participation of the United States in international education activities goes back many years. Most recently, the major support for international educational activities has come from the National Defense Education Act of 1958, as amended by the International Education Act of 1966, which provides for the establishment of university language and area study centers, as well as from the Mutual Educational and Cultural Exchange Act of 1961, most commonly known as the Fulbright-Hays Act, which provides for educational and cultural exchanges between the people of the United States and other countries.

The Chair would point out that this support has been less than overwhelming and certainly poses no threat to the stability of the U.S. Treasury. In the fiscal year of 1971, appropriations for the two authorizations, which I have just cited, suffered their most severe cutback going from $18 million in the fiscal year of 1970 to $8 million, and we have not yet regained the modest plateau of $18 million which we reached in 1970.

We meet here today to consider the peoples and cultures of other countries, specifically by considering the proposal to establish an Asian Studies Institute in Hawaii. The Chair would like to observe that it seems most appropriate that we should be meeting to consider this particular proposal in this lovely and enchanting State, for the people of Hawaii obviously have much to offer in the study of our Asian neighbors due to both geography and cultural heritage. Congress, indeed, in 1960 recognized the value of placing certain studies relating to the peoples of Asia and America in Hawaii, when we authorized the founding in this State of the East-West Center in which we are meeting.

The Chair would point out further that this seems a most appropriate time to consider strengthening the resources of the United States for Asian studies, which is, of course, the purpose of the bill under consideration. The visit of the President to China is the most dramatic recent evidence of increased American interest in Asia, and that visit will undoubtedly increase the demand for information about the peoples and cultures and customs of both China and her neighbors.

We are here today in the home State of the principal sponsor of this measure, the young lady from Hawaii, Congresswoman Patsy Mink, who is my own good friend, and the warm friend and distinguished colleague of the two gentlemen from California, Mr. Burton and Mr. Hawkins, who are also with us here today. Mrs. Mink is the ranking member of the Select Education Subcommittee and has distinguished herself as a vigorous and effective champion of the people of Hawaii, and as a friend of education in general.

Mrs. Mink is particularly recognized by her colleagues in both the House and the Senate for her leadership on child day care legislation, on measures to strengthen the education of women, on measures to provide more assistance for elementary and secondary education, for her tenacious and determined efforts to insure adequate funding of programs to school districts in which there are large military installations, and, of course, as a champion of international education.

I think you must all be aware that Mrs. Mink has also the distinction of being one of the first women in the United States to be placed on the ballot for the office of President of our country. So, the Chair would just like to say how pleased he is to be able to open these hearings in the State of Hawaii which is so ably represented by Mrs. Mink, and the Chair would at this time yield to the young lady for any opening comments she may care to make.

Mrs. MINK. Thank you very much. Mr. Chairman, may I first say what an enormous pleasure and opportunity it is for Hawaii to have your presence here and the presence of my two colleagues, Mr. Burton and Mr. Hawkins, to open up hearings on a bill that I have proposed to establish an Asian Studies Institute. I know that during the very few times when the Congress is in recess that it's extremely difficult to expect Members to leave their districts and come to some other area and I'm deeply indebted to the three of my colleagues for taking off from their own pressing commitments in their home districts to come here to open up our hearings. I regret that some of the Republican colleagues, who I know are interested in this legislation, found it impossible to attend because of their commitment in Miami attending the Republican National Convention. On behalf of not only the witnesses who are being afforded the opportunity to testify here today, but certainly for all the people of Hawaii, I would like to express my appreciation and my warmest aloha.

Mr. Chairman, on March 16, 1971, I introduced H.R. 6168 which amended the International Education Act of 1966, which I would like to note was authored by the chairman, Mr. Brademas, and it is really in pursuit of the goals of the International Education Act that I sponsored an amendment thereto to establish the Asian Studies Institute. The International Education Act was proposed to inaugurate a new approach in the establishment of international studies by extending greatly the impact of this new program in terms of the new educational opportunities it would offer citizens within this country. Unfortunately, after the act became law the program was never funded; no funds were appropriated to give life to this enormously important piece of legislation. So, while the International Education Act has been extended, it seems to me that it's time once again to open the whole matter of not only extending and funding that piece of legislation but perhaps dealing in one area which I have thought was extremely important. We do have existing programs sponsored by the Federal Government in the area of international education: the National Defense Education Act, title 6 for instance, provides funds for the establishment of foreign area and language centers at American institutions of higher learning.

I think that it's quite obvious though, as we study the Federal record since the passage of the International Education Act in 1966, there has been no new impetus and the whole matter of international education has been given a rather low priority and somehow or other we have not been able to fulfill what ought to serve as the national obligation to broaden the scope of education in our own country, especially in the elementary and secondary schools, to give hemispheres of knowledge which in the past have been ignored an important place in the day-to-day activities in the whole sphere of education in our country. In 1960 the Congress under the leadership of the Senate majority leader, Lyndon Johnson, established this Center, which we are now visiting today, the Center for cultural and technical interchange between East and West. In 1969, the Center formally reorganized its structure into a technical problem-oriented center highlighting institutes of population, food, communications, culture learning, and technology and development. The East-West Center as it is called has been since its inception under the administrative control of the State Department.

The East-West Center's primary concern has been technical and scholarly interchange with learned persons and its statutory and legislative directions have not been toward the development of concepts and their understanding within our own society, and I'm told that Chancellor Everett Kleinjans will be offering a statement to this committee detailing the Center's projects and direction which I'm sure will be an important aspect in our understanding of the depth of the problem.

My bill, H.R. 6168, proposes to establish an institute which would be administered by the Department of Health, Education, and Welfare, and my bill proposes that it be located here at the University of Hawaii as a complement to the East-West Center's activities. This Institute would provide the United States with a large, cohesive, highly organized, multidisciplined enterprise. In time it could parallel in my view the importance of such current Federal institutions as the National Institutes of Health and the National Science Foundation.

In the 1972 amendments to the Higher Education Act, Congress provided for the establishment of ethnic study centers across the country. Ethnic heritage studies in themselves while needed will not do the complete job. This is simply a way to stimulate study concerned with self-identity. Understanding of another country, apart from its all American-based culture, will only come in my view about when we have a multitude of disciplines and programs which succeed in raising our cultural intelligence quotient to a degree where we can truly appreciate the achievements and accomplishments of peoples of other parts of the world.

It is true that we have many eminent scholars in our academic institutions who are aware of the enormous history of Asia: Its science, its technology, its literature, its politics, its religion, its art and music and so forth, but they and we have not met in my view our responsibility to inform and educate the public in general here in America about Asia and its people. This is the purpose of my bill.

Americans have been taught in our public schools that the roots of our civilization is Western. The Asian countries are passed over as part of the underdeveloped world from which we can learn nothing of value. As long as this neglect exists, who can blame Americans for not knowing or caring about Vietnam and being awed suddenly at the notion of our President having dinner in Peking.

Our scholars have been preoccupied with other matters and have failed to meet this vacuum which persists. This lack of education about non-Western societies has compounded our inability to explain and expound upon our foreign policy. The collection of artifacts in the museums and personal libraries does not really influence public policy, nor does it make foreign policy more understandable to the average American.

And this is why, Mr. Chairman, I feel that the inauguration of the hearings here and the serious consideration of the legislation which I have offered is such an important one. Not just for Hawaii, but for our country at large and I would like to ask, Mr. Chairman, that the entire statement that I have here be entered into the record without objection.

Mr. Brademas. Thank you, Mrs. Mink. Without objection the statement will be included.

(The statement referred to follows:)

### Statement of Hon. Patsy T. Mink, a Representative in Congress From the State of Hawaii

Mr. Chairman, on March 16, 1971, I introduced H.R. 6168 which amended the International Education Act of 1966 to provide for the establishment of an Institute of Asian Studies at the University of Hawaii.

I believe that an Asian Studies Institute is urgently needed to help fulfill the objectives of the International Education Act of 1966: "that strong American educational resources are a necessary base in strengthening relations with other countries; (and) that this and future generations of Americans should be assured of ample opportunity to develop to the fullest extent possible their intellectual capacities in all areas of knowledge pertaining to other countries, peoples, and cultures." When this bill was passed, we seemed to be on the verge of a revitalization of our entire foreign studies effort. The act provided for a sweep of programs almost stunning in their scope.

Under the act, there would be new international programs in our schools and new agencies and staffs to promote the programs. Yet, after the adoption of this act, funds were never appropriated. It has remained dormant on the statute book, an immensely promising program, but without funds to give it life.

One tangible evidence of the Federal Government's commitment to international education is the National Defense Education Act of 1968, title VI of which provides funds for the establishment of foreign area and language centers at American institutions of higher learning. At the end of my Statement I have attached a list of all Federal programs related to international education. It is obvious that no new initiatives have been proposed. This is illustrative of the rather low priority attention we are giving to what I believe is an urgent national obligation to broaden the scope of education in our own country, especially in the elementary and secondary schools, to include hemispheres of knowledge which in the past have been largely ignored as unimportant to the average American's understanding of his world.

In 1960, Congress under the leadership of the then majority leader, Lyndon

Johnson, established the Center for Cultural and Technical Interchange Between East and West. In 1969, the Center formally reorganized its structure into a technical "problem-oriented" center highlighting Institutes of Population, Food, Communications, Culture Learning and Technology and Development. The East-West Center as it is called has been since its inception under the administrative control of the State Department.

The East-West Center's primary concern has been technical and scholarly interchange with learned persons and its statutory and legislative directions have not been towards the development of concepts for our own society. I have attached a recent letter from the Center's Chancellor, Mr. Everett Kleinjans which deals in detail with some of the Center's projects.

My bill, H.R. 6168 proposes to establish an Asian Studies Institute, to be administered by the Department of Health, Education and Welfare. Its location at the University of Hawaii will complement the East-West Center's activities. The Institute would provide the United States with a large, cohesive, highly organized, multidisciplined enterprise. In time it could parallel in importance such Federal institutions as the National Institute of Health, and the National Science Foundation.

In the 1972 Amendments to the Higher Education Act, Congress provided for the establishment of ethnic study centers across the United States. Ethnic heritage studies in themselves while needed will not do the full job. This is simply a way to stimulate study concerned with self-identity. Understanding of another country, apart from its all American-based culture, will only come about when a multitude of disciplines and programs have succeeded in raising our cultural intelligence quotient to a degree where we truly appreciate the achievements and accomplishments of peoples of other parts of the world.

It is true that we have many eminent scholars in our academic institutions who are aware of the enormous history of Asia : its science, technology, literature, art, and music. But they and we have not met our responsibility to inform and educate the public in general about Asia and its people. This is the purpose of my bill.

Americans have been taught in our public schools that the roots of our civilization is Western. The Asian countries are passed over as part of the underdeveloped world from which we can learn nothing of value. As long as this neglect exists, who can blame Americans for not knowing or caring about Vietnam and being awed suddenly at the notion of our President having dinner in Peking?

Our scholars have been preoccupied with other matters and have failed to meet the vacuum of knowledge which persists. This lack of education about non-Western societies has compounded our inability to explain and expound upon our foreign policy. The collection of artifacts in the museums and personal libraries of the wealthy does not influence public policy, nor does it make foreign policy more understandable to the average American.

We must insist upon the study of Asian culture and history in the earliest years of our schooling. Asian studies must not only be a pursuit of a few wise scholars at universities, but it must become a standard part of our school curriculum, both elementary and secondary.

It is not enough just to train specialists whose knowledge will not be widely disseminated. Too many scholars, having once been educated in the field of Asian studies, have confined themselves to academic pursuits. These experts speak and write only to themselves. We need to take greater advantage of their training and expertise and use their knowledge to reach the people at large and reduce the ignorance level about non-Western foreign affairs.

We must structure and staff a curriculum that will develop a knowledge and appreciation of all people everywhere. Our school system has traditionally emphasized Western civilization. Children grow up in virtual ignorance of the fascinating history of Asia. They do not know the impressive contributions of Asians to science, technology, literature, art, music, and culture in general. To Americans, orientals are merely "inscrutable" and mysterious. Similarly, we have ignored the rich heritage of Africa and South America.

We must start somewhere and start now to instill in the entire American public an awareness of Asians as people. This will require a major adjustment in our education system and our national atitude. Our schools must develop textbooks and curricula which fully depict the culture and the values of Asians, as well as the Africans and Latin Americans.

How else are we to pass on to our children, and to a new generation of leaders, the knowledge that all Asian life is just as precious as ours. Americans have to all realize that all Asians have their separate and unique art and culture, from which we have learned much and from which we can learn more.

It is, therefore, a myopic mentality that has required our country to persist in its educational direction which fails to recognize that the history, culture, and politics of Asia are equally important as the study of Europe, its history, culture, and politics. If America is to reach full bloom as a nation which fulfills the ideal of democracy, it must develop an attitude in its people which accepts an Asian life as being equal to that of other human beings, and accords it fully dignity.

The Asian Studies Institute, instead of only producing new experts in the field of Asian studies, will serve as a pool of collected competence: of scholars whose presence on the same campus under a unified administration operating with substantial institutional resources, will make their collective skills greater than the existing independent, decentralized Asian studies departments in various institutions throughout the United States. The opportunity to draw on such resources will strengthen our Nation.

It would be my hope that the institute's primary focus would be to concentrate its efforts in developing a comprehensive review of our elementary and high school curriculums so that it could more adequately present the world as it is—made up of many, many diverse nations, non-European, but nevertheless important to our future.

Mr. Hawkins. Mr. Chairman, since we have a long list of witnesses may I just make this brief comment. One time our colleague Mr. Burton from San Francisco and I were rivals as to whether or not San Francisco or Los Angeles was the very center of East-West culture. We have now, however, been dethroned by Mrs. Mink and I think certainly its true to say that many of us on the mainland will never know more about the East-West culture with real certainly as such dedicated legislators as Mrs. Mink. I am very happy to be here in Hawaii today at this hearing and welcome the testimony we will receive.

Mr. Brademas. Thank you very much. Mr. Burton?

Mr. Burton. Thank you Mr. Chairman. I don't concede the complete dethronement of San Francisco as an area of interest. There is some understanding that the world is round. I'm delighted to be here today. I'm looking forward to the testimony we are about ready to receive. I would like to thoroughly join with and approve 100 percent all of the delightful and flattering and well deserved tributes which the chairman of our full committee extended to our distinguished colleague Patsy Mink.

Mr. Brademas. Thank you very much. As Mr. Hawkins mentioned there is a very lengthy list of witnesses today and our subcommittee is anxious to hear from all of them. So the Chair wants to admonish the witnesses to be as succinct as possible, and prepared statements will be included in their entirety in the transcript of the hearing. This will enable us to hear everybody's point of view and we'll be able to put some questions to you.

Our first witness is an old friend of the Chair and we are very pleased for the first time to be able to welcome to the subcommittee. Dr. Harlan Cleveland, president of the University of Hawaii. Dr. Cleveland: Go right ahead, sir.

## STATEMENT OF DR. HARLAN CLEVELAND, PRESIDENT, UNIVERSITY OF HAWAII

Dr. Cleveland. Mr. Chairman, Mrs. Mink, Mr. Burton, Mr. Hawkins, I have a double assignment here. I have been asked by the chancellor of the East-West Center, Dr. Everett Kleinjans to offer a brief statement of his. This statement, as Mrs. Mink indicated, summarizes some of what the East-West Center is now doing and the lessons from the East-West Center's experience for the development of other institutions: especially those which are federally sponsored, and based in universities as the East-West Center has been. So may I offer that for your consideration.

Mr. **Brademas.** Without objection that will be received in testimony.

(Statement referred to follows:)

### STATEMENT OF CHANCELLOR, EAST-WEST CENTER

Mr. CHAIRMAN. As I understand the proposal, H.R. 6168 calls for the development of a program to increase America's fund of knowledge about Asian history language and culture. Since it is to be essentially a program of research by Americans for Americans it is quite distinct from and does not compete with the work of the East-West Center. Having lived in Asia for many years, I am convinced that Asians know a great deal about us but that Americans have far too little knowledge of and appreciation for Asia. Certainly the coming years will see a greater interweaving of relations between our country and the nations of Asia so that the development of Asian studies in United States becomes more urgent.

I understand further that the primary arrangements proposed in the Bill for the establishment and operation of such a program are "through grants, contracts, or other arrangements with the University of Hawaii or other non-profit institutions or organizations (or combination thereof)." The difficulties inherent in such arrangements are many: the dilemma of a national institution on the campus of a state University; the fact that funds come from the federal government whereas the staff are on the state payroll; the fact that the head of such an Institute may be legally responsible to one group but functionally accountable to another; the maintenance of a national identity; the suspicions some Americans have about federal involvement in higher education. These and many other difficulties must be faced by any such institution.

I would like to take this opportunity briefly to relate the experience of the East-West Center as a national educational institution which is operated in cooperation with the University of Hawaii. At the national level, the Congress of the United States and the Department of State have consistently provided the support required for maintaining and developing the Center. At the local level, with few exceptions, the Center has received the highest form of cooperation and support from the University of Hawaii and the people of the State of Hawaii.

Because of this support at both the national and local levels, the Center has accomplished much in the realm of improving East-West understanding. For example, the Center has attracted to its programs first rate scholars from East and West with excellent teaching and research competence. The Center has brought outstanding Asians to head some of its programs and to contribute in other significant capacities as staff members. The Center has developed excellent relations with institutions in Asia, the Pacific and the United States mainland. The Center, in cooperation with the University of Hawaii, has operated as a national institution which provides the openness and freedoms that are hallmarks of the better academic institutions. Finally, the Center has mutuality, equality and respect built into its goals and constantly strives to achieve them in its programs by involving participants and staff from Asia, the Pacific area and the United States in cooperative endeavors.

The East-West Center has worked with a high measure of success since 1960 toward achieving its Congressionally mandated goal to improve "relations and understanding between the United States and the nations of Asia and the Pacific." What I am trying to say is that the accomplishments of the East-West Center, the fact that here in the mid-Pacific we have a viable, vibrant national educational institution with international perspectives, are testimony that such institutions can succeed when planted in the right place and given the proper nourishment.

Thank you, Mr. Chairman.

Dr. **Cleveland.** Mr. Chairman and members of the committee, my university colleagues and I are very glad indeed that this key committee of the House of Representatives has found the time, the energy, and the interest to come to Hawaii and visit our campus in the midst of what has indeed been a very busy session of Congress for a hearing of this matter. We are here considering the education of Americans for what is already a new era in trans-Pacific relations. From our vantage point in the mid-Pacific, we are naturally preoccupied with American relations with Asia. Americans by the millions have been involved in Asia's destiny, and the ancient societies of Asia have provided some of modern America's most effective citizens, notably the author of the legislation before us today.

Until recently, I think, the record of our involvement in Asia has been, on the whole and on balance, beneficent—the medical and other early missions, the open door in China, the peacemaking role between Russia and Japan, the distaste for colonial rule including in the end our own, the opposition to militarism, the countering of aggression in Korea, the prodigious tasks of relief and rehabilitation and economic and social development.

But it is also certainly fair to say that in the past decade, our military involvement on the Asia mainland and the later phases of our foreign aid programs have led us far too deeply into what we understood far too little.

Both the war and the foreign aid program have reflected a vertical, patronizing relationship—a relationship in which the United States too often, in too many countries, for too long a time, made decisions affecting the nations of Asia without true consultation, and decided by our lights what was good for them. Even so, very many individuals manage to work together and cross the barriers of culture and language difficulties with mutual respect for the other's dignity. But the very structure of our international relationships was the one-sided input of Western technology, Western technicians, and Western gifts which has created an increasing reluctance in the donors and an increasing resentment in the donees.

Our task in the seventies and eighties will be to create a new, post-patronizing relationship with the diverse and developing societies of Asia. Hawaii has made a good start in experimenting with a new relationship characterized by mutuality, horizontalness, jointness. We have done this in part under a mandate from Congress and with unremitting Federal support, by developing the East-West Center. As a national institution wisely made part of a university community, the East-West Center has invented ways of enabling Asians and Americans to work together on the common problems of modern development, the problems of population growth and tropical agriculture and the marrying of new technologies with old cultures. We do not start with the premise that Asia has the problems and America has the solutions; we know that we do not yet have a solution to the social fallout of science even in our own Nation. But through the opportunity to work with Asians on common problems, in a university setting, we are developing one important technique for relations really based on equality.

The willingness of Congress to increase its support for the East-West Center, at a time of disenchantment with most international spending, is naturally very much appreciated here in Hawaii. But it is wise national policy, too, because the next big issue in American foreign policy must be the effort to build a stable structure of postwar, post-AID relations across the Pacific Ocean.

It is in this context that I comment on H.R. 6168, the bill introduced last year by our distinguished Congresswoman from Hawaii, Mrs. Mink. The bill proposes to establish an Asian Studies Institute through arrangements with the University of Hawaii, and in the words of the bill, "to provide high quality opportunities for scholarly study and research," and also to construct and maintain a major Asian studies library.

Compared to the American need to understand the almost incomprehensible diversity which is Asia, the efforts of American scholarship have to be referred to as still puny. A few universities, including of course the University of Hawaii, have built quality programs in Asian languages, history, philosophy, and the social sciences, and also in scientific and technological disciplines especially relevant to Asian development, such as tropical agriculture and tropical medicine. Some of this growth came with the post-Sputnik surge of support for nonwestern area and language programs. What is already being done here, and elsewhere around the country, will be discussed by my colleagues from the university's faculty of Asian studies and by Chancellor Gorter of our university campus here in the Manoa Valley.

Having spent part of my life working in and around the developing nations of East Asia, and another part of my life helping to nurse our transatlantic relations, I cannot but be acutely conscious of how scanty is the web of knowledge and insights and contacts across the Pacific compared with the rich skein of common culture that makes the Atlantic Ocean an inland sea of the Western World.

Our relations with Japan, with China, with Korea, with the Philippines, with Indonesia and the other societies of Southwest Asia, and with the vast subcontinent of South Asia, require a great leap forward in American understanding. American schoolchildren will need to learn about Asia in the almost casual way they absorb information and insights about England and France and Italy and Spain. The thoughts of the Chinese and Indian sages, who said so much which was wise and said it so succinctly, should in time be as familiar to American schoolchildren as the dialogs of Socrates or the Sermon on the Mount.

The first thing to do about all this is to beef up American university scholarship on Asia, to lure more of the best of the American undergraduates and graduate students into lifelong concern with and commitment to the understanding of Asian history, language, and society. Building on the base we already have in a number of major American universities, the Federal Government can, and I think should, make this needed spurt in American scholarship about Asia a matter of urgent public policy.

The task cannot be done by one university, no matter how strong in the present, or ambitious for the future, it may be. The base for action will need to be a national consortium of university scholars and the institutions which support them.

What is proposed in H.R. 6168 is essentially that with Federal support, we in Hawaii should take the leadership in developing the national program, the kind of national program required by our changing transpacific role. This proposal is one good way, and to the University of Hawaii a flattering way, to tackle the task of bringing the quality and quantity of Asian studies to the level our future international relations will surely require.

It is important that there be no confusion between what is proposed in this bill and what is already settled in congressional policy in the establishing and funding of the East-West Center, carried into action by a contract between the Secretary of State and the board of regents of the University of Hawaii. We have just signed the most recent revision of this agreement.

The East-West Center is essentially in the exchange-of-persons business. The distinction between the East-West Center and the new proposal was I think very well expressed by Mrs. Mink a moment ago. We conduct this exchange of persons in novel ways, to emphasize the mutuality and commonality of the effort between East and West. But the Center is not itself an Asian studies program; and students and scholars assembled here by the Center work with and in, and receive their academic degrees from, the university's academic departments and programs.

Apart from the educational interchange, the opportunities for Asians to work in America and for Americans to be exposed in depth to Asian cultures and societies, the need is for more in-depth study of Asia by Americans and for Americans. Educational exchange on the one hand, and the development of American scholars specializing on Asia are thus two complementary activities. Both need and deserve national sponsorship and Federal funding. Each will be stronger if the other is also thriving.

With this understanding, and in this spirit, I hope that Congress moves rapidly toward a quantum jump in Federal support for Asian studies in American higher education. If Congress in its wisdom, through the kind of device projected in H.R. 6168, asks Hawaii to take a special role in carrying out such a public policy, it will find this university ready for the responsibility and eager for the chance. Thank you Mr. Chairman.

Mr. BRADEMAS. Thank you very much Professor Cleveland for a most illuminating opening statement. I wonder if I could ask you a couple of questions? On page 4 of your statement you make the observation that the task of supporting Asian studies ought not to be the task of one university, but rather the work of a national consortium of university scholars and students. Would you elaborate on that observation—perhaps taking into account the present status of university-based Asian studies programs in the United States?

Dr. CLEVELAND. Yes.

Mr. BRADEMAS. In other words I'm asking you to give us a little of your vision as to the kind of consortium you might contemplate?

Dr. CLEVELAND. Well as you know Mr. Chairman from your own deep study of American higher education, its superfluous and enterprising, and no one institution is the only institution in any field. And no one institution can hope to allegate to itself the task of being "the national leader" in any field. We happen to have here a rather broad strength in Japanese, Chinese, Korean and Southeast Asia studies in particular and some other parts of Asia as well. Most institutions don't feel that they have the same commitments in some sense to the whole area and tend to specialize in Chinese, or Southeast Asia languages and so on. If you list perhaps a dozen institutions, you have already listed the real strength in American higher education scholarship in these fields. Although of course there are courses in languages and programs in many other parts of the country. I think that to serve the purposes of this bill, whoever is asked to get on with such a public policy as we have described here would need to assemble what I have called a national consortium and operate in the Asian studies field in the way that its already been developed in some other fields, pioneered for example in the Brookhaven arrangement with the Atomic Energy Commission. It was located in a place but sponsored by a number of universities. But even more broadly than the Brookhaven model, the actual work, the experience, the development of research projects, the study and scholarship by Americans and by Asians visiting America would need to be spread quite widely among the institutions with special commitments. And the consortium would have a very important task I think in the job of spurring universities that are not yet in the Asian studies field to get into it, because this is going to need to be a very broad effort, if we are going to come anywhere near matching the problem and opportunity of our transpacific obligations.

Mr. BRADEMAS. So I take it that you're suggesting that if an Asian Studies Institute were located at the University of Hawaii, there would be a role for it to provide leadership for a nationwide enterprise?

Dr. CLEVELAND. That's right, and I think that that would be the only way to do it. There is no way to just monopolize it within any one institution, no matter how well fixed and willing one university would be to try.

Mr. BRADEMAS. I have other questions, but I want to be sure my colleagues have an opportunity to question you also. Mrs. Mink.

Mrs. MINK. Thank you very much, Mr. Chairman. President Cleveland, I appreciate very much your support of my legislation and particularly of your notion that what could be established here as a center, provide a base of operations for the stimulation of Asia studies across the country. One analogy that has come to me as a possible approach for the establishment of a center like this is the National Institutes of Health. I wonder if you could comment on what kind of a viable mechanism or operation could be established through which this center could operate? Could it be conducting its own research on the one hand, and at the same time be the granting agency for other research in other parts of the country?

Dr. CLEVELAND. The distinction I suppose is in management, these are Federal agencies and this would have to be operated on some form of contract from State to State. But there are many models in which the Federal Government has in effect delegated the task along with the funds and this task has then been subcontracted around the country. I think in the social sciences particularly where you don't have the need for a big cyclotron or some physical structure having to be in place. Its particularly useful and possible to spread the support into where there is real support from the institutions and real quality from the faculty that are already assembled. My guest is that a pattern whereby the University of Hawaii made grants to other universities on behalf of the Federal Government would not be well regarded by the other institutions, but apparently if you had a national consortium in which we took whatever degree of leadership Congress thought was appropriate, it would work. Its the old business of people wanting to be in at the takeoff as well as the landing.

Mr. Hawkins. President Cleveland, as a practical realist I'm wondering whether or not the concentration on Asian studies would receive the support nationally that it would in certain areas of the country, whether or not the claim that we are equally deficient in our regard or in our appreciation of other cultures south of us, north-south relations, or our relations with African nations would be equally dedeficient.

Whether or not the establishment of a center of Asian studies would only be developing in one particular field or whether or not such a center should include other ethnic groups, other studies, other cultures, rather than just Asian cultures. I'm sure that when Mrs. Mink's bill is considered by the Congress there will be others that oppose the viewpoint of the advocate interested in this matter. I would be interested in your reaction to singling out Asian studies to the exclusion of studies of other cultures in which we are equally deficient?

Dr. Cleveland. Well, there is always the problem of choice that public policy makers have. I think that the degree of our deficiency is quite different in the cases you mentioned. In the post-World War II period, when Asian studies had quite a vogue for a while, the Latin American programs around the country had difficulty attracting more research and more students for it. I think that's been a fact in the past but probably the demand and the supply is more equal now. African studies are in a much more deficient state because that is such a new business for most institutions. In European studies in a sense it's already built into our curriculum as a part of the American image. That's the difference between the way we study Europe and the way we study other parts of the world. We study Europe as if it were a part of us and we don't study Asia as if it were a part of us. I think there is a case for a very special priority for Asian studies. Partly its just enormously significant in our future. I really think that it's fair to say that the next big problem in American foreign policy is how do we relate to Asia, particularly perhaps to East Asia.

They have in Japan what Ed Reischauer keeps telling us is the second largest country in the world in many important respects. We have in China the emergence of one-quarter of the world's population; there is no analogy to the problems anywhere else in the world to the problems of relationship we are going to have to establish with China. We have already seen how deeply engaged it's possible to become with the politics and strife of Southeast Asia. We have already seen how deeply engaged it has been necessary for the United States to be in Korea. So I think that the relationship of this group of societies to our destiny is something special. It just is. And it has received less attention compared to its importance to us, I think, than any other part of the world. And it's time we corrected that misplacement of priorities I think in the kind of atmosphere that is made possible by the President's visit to Peking and more recent developments in our relations with Japan.

Mr. Brademas. Thank you. Mr. Burton?

Mr. Burton. No questions.

Mr. BRADEMAS. I just have one other question. President Cleveland, and this might be a more appropriately asked of Mr. Kleinjans whose statement contains lessons from the operation of the East-West Center that might be applied to Mrs. Mink's proposed Asian Studies Institute. Would you be able to make some observations on the distinction between East-West Center—which I understand is more of an exchange of scholars—and the proposed Asian Studies Institute, which is aimed at an indepth inquiry into Asian affairs themselves? Could you give us any judgment on lessons which might be learned from the East-West Center experience, as they might apply to the proposed Institute?

Dr. CLEVELAND. I think that they are fortunately very specific. I would myself pick out two lessons as most important. One is that it is very important to bring Asians and Americans together in an atmosphere where they may work and solve problems together as we do in the East-West Center. That is, where they are just not meeting each other in the hall and calling it cultural exchange, but really having to work together on common problems of scholarship, you can develop a relationship of equality, that I called in my statement a postpatronizing relationship that is essentially different from the AID business. I spent 10 years in the AID business so I know that, but this is a different era. You cannot see as much as I have seen in the past 2 years of presidents, administrators, and senior scholars and faculty members from the Asian universities and feel that you are dealing with somebody that needs our inspiration and aid. They have resource problems but so do we. These are highly intelligent, wise, imaginative, and interesting people. Just as wise and imaginative and interesting as we all think we are and you can't have a relationship with them except on that basis any more. The University of Hawaii has just been invited to join as an associate member the association of the Southeast Asian Institutions of Higher Learning.

We happen to be the only American institution so invited and when I asked them "why," they said "well, you're sort of half Asian aren't you"? And that is the nicest thing anybody ever said about us. So they want a relationship with the United States but they want a nondominating relationship and they feel very strongly about this. I was at a meeting of university presidents from all over Asia this summer and that was the central theme of their discussions. They want a relationship badly but they want to somehow get beyond what they feel is a dominating vertical ups and downs kind of relationship. That's what I think we have experimented with quite successfully in the East-West Center. The other lesson is that you will find in the aforementioned book "The Future Executive" a defense of ambiguity in administration. It has turned out to be terribly important for the East-West Center to be both a national institution and part of the university community. And there are those who say it ought to be just a national institution, but if it were it would be regarded in Asia as just a bureau of the State Department and it wouldn't work. It wouldn't work with the Asians. On the other hand if it were just a part of the University of Hawaii without the national standing it wouldn't have the national support that makes it possible for Congressmen to vote for it. So that's an important piece of constructive ambiguity and I think in learning to work with that kind of ambiguity we have really learned something about the relations between the Federal Government and higher education in carrying out national programs.

Mr. **Brademas.** Thank you; that's very helpful indeed. I think we are not unacquainted with that concept because we are all locally elected Representatives but we make the policies of the Nation. We like to think that is a source of strength and not a weakness. I would just point out, by way of a final observation, President Cleveland, a statement by William Theodore DuBary, who has directed an Asian studies program at Columbia University. He said, "that the peoples and civilizations of Asia are important to undergraduate education not because they represent factors in the cold war as means of some immediate practical end, but because their experience of living together is what they have learned about life and what they have come to understand about the universe we all live in is now part of the common human heritage, nor are these people who study like problem children needing our help, but they are to be studied rather as people who can teach us much about ourselves and the past and give us a new perspective of our own and a new way of looking at things and challange us for a reexamination of our own," which seems to me to be a rather distinct summary of some of the kinds of points that you have just made.

Dr. **Cleveland.** I think that says it very well indeed.

Mr. **Brademas.** Thank you very much President Cleveland. We are very grateful to you for having attended our hearing. Our next witness is Dr. Shiro Amioka, the superintendent of the State department of education. If I mispronounce any of these names today I hope the witnesses will straighten me out.

## STATEMENT OF DR. SHIRO AMIOKA, SUPERINTENDENT, STATE DEPARTMENT OF EDUCATION, STATE OF HAWAII

Mr. **Amioka.** Mr. Chairman and members of the Select Subcommittee on Education, I'm very happy today to be granted this opportunity to present this testimony on behalf of the Department of Education.

The American Nation represents a way of life that reflects the contributions of many different cultures. Hawaii, in particular, reflects the richness that Asia has brought to the American way of life. Thus, the study of Asia—the various cultures and their contributions, the problems as well as triumphs that have an impact on the rest of the world—has been a vital part of the elementary-secondary school curriculums in Hawaii's public schools for many years. At the present time, a variety of programs under social studies, art, music, languages, and literature treats concepts, knowledge, and skills related to Asia. Some of these are included in courses required of all students, while others are electives. In support of these programs, teaching resource guides, audiovisual aids, and other materials as well as personnel resources are available to a limited extent.

The Department of Education has benefited to some degree from programs based at the University of Hawaii and the East-West Center such as the Asian Studies Summer Institutes and the teacher interchange program. However, such opportunities are not regularly available and because these programs accommodate teachers throughout the Nation on a quota basis, relatively few teachers from any single State can benefit from them. Teacher and student resource materials seem abundant but they are not readily accessible to our schools. Many references in books and general articles or listings in bibliographies are often difficult to obtain for school use. Currently, we are exerting efforts to make such resources more available and usable to our schools.

The proposal to establish an instrument to serve as "a national and international resource for academic and scholarly education, Asian history, language, and culture, and for research into problems of particular concern to Asians or of interest to non-Asians," has promise for the improvement and enrichment of Asian studies not only in the public schools of Hawaii, but school systems throughout this Nation and in other nations. We suggest that such an institution can become a partner in the preservice and inservice training of teachers and might well assist in the development of models for such training anywhere in the world. The institution might also serve as a clearinghouse for the abundant resource materials which must be available from all parts of our country and other countries. Without minimizing the importance of the kind of studies and research generally associated with institutions of higher learning, we suggest that the translation and conversion of such learnings for the benefit of students in our elementary and secondary schools and in the best interest of all citizens. We hope that the design of this most promising program will not be limited to scholarly pursuits at the graduate level. We suggest that the concept be broad enough to accommodate secondary school student involvement in summer intern programs, to assist in curriculum development and building international relations. National and international student exchange might be a correlative activity. The new interest in adult education indicates another area which might be well served by an instrumentation such as is proposed in H.R. 6168.

I believe that an institution such as the one proposed here has the potential for benefiting all of our citizens and peoples of other countries for it requires cooperation between and among individuals, institutions, and representatives of nations.

Mr. BRADEMAS. Thank you very much, Dr. Amioka. A few weeks ago, Dr. Amioka, a conference on China studies within the United States was held in Racine, Wisconsin with particular attention to the study of Chinese culture and Chinese language in the public schools of this country. Now you are the head of the public school system in Hawaii in charge of the elementary and secondary schools of this State, and I ask this question from ignorance: To what extent do the public schools provide opportunities for the schoolchildren of this State to learn Asian languages and to learn the cultural heritage of Asia?

Mr. AMIOKA. I think we'll have to separate study of language from study of culture: Language study, I must admit, is on a very limited scale. With respect to the study of culture however, we try to mesh that into a variety of our regular programs both required and elective. Now, for not only the Chinese but other Asian languages as well, I must admit, the resources are rather limited at this time.

It is our hope that when we move into the kind of emphasis suggested at the university level it will have a spinoff effect and make more and more resources available. So I see this kind of institution being established as providing a stimulant effect to provide the opportunities which I think we certainly need, for more enrichment. But I must admit that at this time it's limited.

Mr. BRADEMAS. I want to pursue this just a moment if I may. I feel that within 10 years it will be possible in major cities of the United States for an elementary schoolchild to be able to study in addition to French and Spanish, Russian, or Chinese, and possibly in some areas of the country such as the west coast, Japanese. I would think that is all to the good, as I'm sure you would probably agree.

It would seem to me that a State like Hawaii—and I come in as an outsider to give advice, which is a lot easier than giving advice in my own State—that a State like Hawaii could do some pioneering work in the training of teachers and the development of curriculums materials for the teaching of Asian languages, particularly Chinese and Japanese, and for the development of courses on the Asian heritage, history, sculpture. Although this thought is related to Mrs. Mink's proposed Asian Studies Institute, it is an activity that need not depend on the institute. You could go ahead even now and do some pioneering since you are obviously better equipped than any State in the Union, with the possible exception of California, to give us some leadership in this direction.

Do you have any comment on that? In other words if we can't expect some leadership from Hawaii, I'll tell you we're not going to get it from Indiana.

Mr. AMIOKA. I think you're quite right in your observations. It's a question of equipment and help to provide the resources and the time factor available. As you probably know from other educational proceedings we have to consider program priorities as well as the availability of resources. With respect to developing the original materials, we could be doing more than what we are currently producing. As a matter of fact, we are trying to work up to the best of our ability with the resources that we do have. The point I'm making about the suggestion is that we are not standing back and doing nothing, but rather that the availability of additional resources would give us greater impetus to do more with the resources that we do have. We should be putting on our thinking caps to provide the kind of leadership you mentioned.

Mr. BRADEMAS. Thank you very much. Mrs. Mink?

Mrs. MINK. I appreciate very much your presence here today, Dr. Amioka. I have studied and discussed my legislation with many educators in the country. One of the real areas of need as we see it and as I attempted to express in my opening statement, was the necessity of trying to expand the educational opportunities of the very young children in elementary education as well as those in secondary education to the reality that there are other parts of the world which is not evident in the textbooks that are currently being used in our school systems throughout the country.

I quite agree with our chairman, that here in Hawaii we have an unique opportunity to really pioneer in this field. I think that one of the distresses that I came across in beginning my exploration of the needs in this area was to find that even in our school system we do not have curriculum specialists in Asia education studies. We do not hire teachers for their specialty in Asian study. If I'm incorrect in this conclusion I would certainly like to be better informed and perhaps you could clarify that. What are we specifically doing in emphasizing this particular deficit in education in general? I realize that our textbooks come from the mainland and we have to depend upon these resources but what we must do here is supplement this fixed resource and my interest is in knowing what we're doing to supplement it.

Mr. **Amioka**. We are developing a great number of resources and materials to supplement the different textbooks, as a matter of policy. With respect to your other question, we do not normally hire teachers as Asian studies specialists since we don't have a classification called Asia studies specialists as such, although we do hire language teachers in specific areas such as Japanese, Chinese, et cetera, on a limited scale. As a specialist in Asia studies you might say, we do not hire them in that way; that is quite correct. However, the thrust that we are trying to make is to build such a program into the regular curriculum, such as social studies, where you'd be dealing with cultures other than ours.

We like to do this for the Asian studies, but the whole thrust is to develop, by such a study of the varying cultures of the world, an awareness of a more fundamental commitment with respect to the democratic ethic. The worth and dignity of the individual should be respected and this is the thrust that we are trying to make by using this intercultural approach. Now when you get to a public school system with respect to hiring specialists in certain areas we have a practical problem that is a little different from an institution of higher education in that we are trying to develop curriculums programs which are in a sense more general in orientation and in scope. So it depends again on a practical situation as to how extensive the program is going to be with respect to the kind of students that we are going to be educating and the resources that are available to us. Now it may be that as we get more and more resources we can offer more separate specialized courses, in addition to including the content as part of the courses in the general curriculum. What we are trying to do at the present time is to use a double approach in making that kind of thrust into the regular program as much as possible, and at the same time developing the other specialized areas with the thought of adding electives. I think this is where the specialists come in.

Mr. **Brademas**. Mr. Burton.

Mr. **Burton**. Doctor, if you were to—perhaps it would simplify if you were to characterize the dominant thrust in education here in Hawaii. Is it of homogenization if you will of assimilation as the primary impact or objective, or is it one of self-identity and understanding within the context of the greater society, and in that connection has there been a shift in emphasis recently?

Mr. **Amioka**. In terms of the current emphasis not so much a recent shift. the one underlying thrust is basic: the thrust is not homogenization. The strength of the democratic society is its plurality and the recognition of the worth of the various cultures, not the homogenizing of them into one. So the thrust is trying to develop this kind of awareness to the end that we become much more understanding of what our basic commitments are with respect to the kind of society we are building; namely, a democratic society. That is what I meant earlier about the recognition of the worth and dignity of the individual. This can come about it seems to me as we analyze the various views and the different cultures in the context of this bigger society which we call our democratic society. I feel Americans believe that what we are trying to do is build a better society in which our democratic commitments will become realities; so it seems to me our basic thrust would be in the second direction you have mentioned.

Mr. **Brademas.** Thank you very much. I appreciate your coming to give us the benefit of your views Dr. Amioka. Our next witness is Representative Robert Kimura chairman of House Higher Education Committee in the State of Hawaii. Mr. Kimura you go right ahead please. Again, wherever possible, if the witnesses will make an effort to summarize their statements, we'll have more time for questions.

## STATEMENT OF HON. ROBERT KIMURA, HOUSE OF REPRESENTATIVES, STATE OF HAWAII

Mr. **Kimura.** Mr. Chairman, I'm mindful of your suggestion but also being a lawyer and also being a legislator I have always found that a summarization kills more time and with your indulgence I'm going with my prepared text.

Mr. **Brademas.** Read as rapidly as you can because there are 20 more witnesses.

Mr. **Kimura.** Chairman Brademas and members of the select subcommittee: I am Representative Robert Kimura and have served during the past legislative session as chairman of the House Higher Education Committee in the Hawaii State House of Representatives. I appear before you today in support of H.R. 6168 introduced by our Hawaiian Congresswoman and old friend of mine who has authored legislation which has continued to emphasize an educational as distinct from ideological flair. Her bill, H.R. 6168, seeks to establish an Asian Studies Institute under the International Education Act. I believe that the intent and purposes of the bill are most worthy of your support.

I address myself primarily to the educational gains which will be accrued if such an institute were funded. Presently the East-West Center facilities and operations *do* and I emphasize *do* perform an educational function, but the approach, the manner, or style of that method is based on certain assumptions peripheral to my mind to the educational enterprise. There are several problem-oriented institutes, for example, studying population, health and communication. While there is no doubt in my mind that these socioeconomic areas are integral to education, I believe that the technical data and generalization provided therefrom are once again based on the assumption that our Western technology, and indeed our technocracy, can provide viable solutions to these problems. I am aware that continuing dialog between the East and West must be stimulated, and that mutual accord can be achieved only by sitting down with a student from Thailand's provinces or talking to an economist from Laotian agricultural problems. But, there is also need for students in Hawaii, those locally born and bred, to share in this process. I think that establishing an Asian Studies Institute, as Mr. Mink' bill provides, might stimulate the college major in Asian studies, the graduate student or social studies teacher taking summer courses, to consider Asian culture, philosophy, arts and in sum, this heritage, in a different light.

The bill itself provides for a base of authority vested in the Secretary of the Department of Health, Education, and Welfare, a governmental agency distinct in purposes and functions from the Department of State. Through grants, contracts, or other arrangements with the University of Hawaii or other nonprofit institutions or organizations, the establishment and operations in Hawaii of the Asian Studies Institute would be made possible. The institute will be, according to the bill, a national and international resource for academic and scholarly education, Asian history, language, and culture. It will also do research on problems of particular concern to Asians or of interest to non-Asians.

The Secretary will provide for high quality study and research in the institutions involved. He will provide programs for visiting scholars and faculty, for training, improvement, and the travel of the staff of the institute. There will also be stipends for individuals trained at the institute.

When it comes to financial matters, the core of the legislative process as we know, the bill authorizes a sum of $15 million for the 1973 fiscal year, with $5 million increments for the following years to 1975. Sums as may be necessary will be accorded.

There is also a provision for the construction, maintenance, and operation of a library adequate to meet the needs of the Asian Studies Institute. There is an appropriation for the library, to remain available until expended, of $5 million for this fiscal year.

The Asian library at the University of Hawaii is constantly expanding, and I wish to extend a personal note on this matter. At hearings held during the past legislative session before the House Higher Education Committee I witnessed several voices which said that present facilities on this campus are too cramped, overcrowded, and lacking in care. The library is also understaffed. While the university is making every effort to rectify the situation, I believe another "shot in the arm" through the library provisions in this bill would help support not only the maintenance of valuable book collections, but Asian studies at the university generally.

I share with Congresswoman Mink a deep concern for Hawaii, and for the Asian culture and heritage that we somehow share, yet somehow remain apart from. That heritage, it seems is a particular blend of East and West, and can be used to the mutual advantage of both learners and teachers from the East and from the West. Hawaii has always been extolled as a meeting ground for both cultures. I would pull that generalization toward more concrete grounding. If we truly believe in Hawaii's being a meetingplace, the fruition of the meeting will be through institutes, through books, through scholars, through students, but most of all, the meeting will occur in people's minds, and with a qualitative change in attitudes and outlooks.

My support of H.R. 6168 is thus one affirming the intent and purposes of Mrs. Mink's bill. At the same time, I affirm the variety of voices heard today, and for the contribution that they might eventually make in the creation of such an institute. I hope that at this hearing minds have been changed, that perspectives have been shifted, and that through H.R. 6168, we might be able to work, mutually, in concordance, toward that meeting of East and West which exists in our minds and comes to fruition only when we translate those ideas into courses of social action. Thank you, Mr. Chairman.

Mr. BRADEMAS. Thank you very much. Mr. Kimura, you heard, I think, the questions that I put to Dr. Amioka about the possibility of Hawaii becoming a pioneer in developing some Asian studies courses in the elementary and secondary schools to give some leadership to the rest of the United States toward encouraging such studies. I have a suggestion for you which I very respectfully put to you. Why not consider introducing in the State legislature, the Kimura Asian Heritage Education bill?

I speak as one who is known in my own district as a big federal spender on education, but why isn't it possible for us to get some leadership in our State legislatures in these matters that seem to be of such consequence. In other words, why ought there not be some money earmarked from the State revenues of Hawaii to support public school system Asian studies?

Mr. KIMURA. I think it's a real good suggestion and it's something which I seriously will be really pushing in this forthcoming session. This sort of idea, however, during the past session has been more focused on the university but I think today it would be very appropriate to focus it all over the U.S. secondary and the lower elementary level, and I think your point is very well taken and there are possibilities in that act.

Mr. BRADEMAS. Just put your name on it, and I won't ask for more.

Mr. KIMURA. Thank you. This is an election year by the way.

Mr. BRADEMAS. Well, I went down to Florida to support increased aid to older persons, and I almost decided to announce for Governor. None of the candidates for Governor down there were interested and I got some support.

Mrs. Mink?

Mrs. MINK. Now I merely want to express my appreciation for the leadership that Representative Kimura has given to this whole concept of increased emphasis in Asian studies and I'm deeply appreciative of the role that he played in offering the resolution which was subsequently passed by the House of Representatives endorsing my bill and giving it support from the State and I do appreciate it.

Mr. BRADEMAS. Did I hear the young lady from Hawaii ask unanimous consent to include the text of that resolution for the record?

Mrs. MINK. Yes, you did.

(Text of resolution referred to follows:)

### HOUSE RESOLUTION SUPPORTING U.S. HOUSE OF REPRESENTATIVES BILL 6168 TO AMEND THE INTERNATIONAL EDUCATION ACT OF 1966 AND TO PROVIDE FOR THE ESTABLISHMENT UNDER THAT ACT OF AN ASIAN STUDIES INSTITUTE

Whereas, there is a need in Hawaii for a higher education institution clearly dedicated to academic and scholarly education, Asian history, language and culture, and research directed to problems of particular concern and interest to Asians; and

Whereas, the East-West Center located at the University of Hawaii has increasingly tended to reflect the attitudes and objectives of the Department of State, the sector of government responsible primarily for foreign policy; and

Whereas, present program orientations at the Center operate under the assumptions of foreign policy rather than educational concerns; and

Whereas, such problem-oriented approaches assume that Asians have problems and the West has solutions, thus undermining two-way communication between Asia and the West; and

Whereas, there is need for a complementary center concerned with educational, cultural, and other resources which would continue to depend on the presence of students and scholars from Asian nations such as presently at the East-West Center; and

Whereas, these students and scholars would continue their work on problem-oriented areas such as food, population, communication, and health in institutes and thus enhance the activities of a newly created Center on Asian Studies provided in H.R. 6168; and

Whereas, the University of Hawaii has developed plans for a comprehensive Faculty of Asian Studies, headed by a Dean of Asian Studies on the Manoa campus to administer regional programs for the East, Southeast, and South Asia; country study centers; and undergraduate and graduate interdisciplinary programs on an inter-college and inter-departmental basis; and

Whereas, in February, 1972, the University Board of Regents approved the establishment of a Center for Korean Studies which will stress cooperation among the humanities, social sciences; mutual relationships between the University and island community; and the enhancement of intersocietal relations between Hawaii and the Societies of Korea, thus basing its programs on educational rather than foreign policy assumptions; and

Whereas, among the graduate areas of selective excellence is Asian Studies, according to University of Hawaii scholars and administrators who appeared before the Hawaii State House of Representatives Higher Education Committee in a March, 1972 hearing on graduate studies; and at that hearing there was presented evidence of a need to expand, develop, and renovate present Asian Library facilities; now, therefore

Be it Resolved by the House of Representatives of the Sixth Legislature of the State of Hawaii, Regular Session of 1972, that it does, and hereby is, in support of the intent and purpose of H.R. 6168; and

Be it Further Resolved that it strongly urges the scheduling of hearings on the bill here in Hawaii so that relevant University of Hawaii, East-West Center, and interested parties might testify in the presence of the U.S. House Select Subcommittee on Education; and

Be it Further Resolved that certified copies of this resolution be transmitted to the Chairman and members of the U.S. Congress, House of Representatives, Select Sub-committee on Education, members of the U.S. Congressional delegation from Hawaii, President of the University of Hawaii, Chairman of the Board of Regents, Chancellor of the East-West Center, Chancellor of the Manoa campus, Director of Asian Studies, President of the East-West Center Grantees Association, and President of the Associated Students of the University of Hawaii.

Mr. HAWKINS. Representative Kimura, on page 3 of your statement you emphasize an advantage in having this institute somehow identified with the Department of Health, Education, and Welfare rather than the Department of State, will you elaborate a little bit on that?

Mr. KIMURA. Yes. I think that President Cleveland in his testimony previously stated that the University of Hawaii had been invited to be a member of the Association of Colleges—Southeast Asian Colleges—and one of the things that was brought out by the Asian counterparts was the fact that when you apply Asia, you have Asia, and I think that is in reference to any type of cultural exchange enterprise which is somewhat vertical in nature, which is somewhat patronizing, and which is the idea where there is control by the government.

This somehow turns our Asian counterparts off, and I think in part it may be psychological and I think appropriately if it is in the Department of Health, Education, and Welfare rather than the State Department that I think it would have, you might say a better taste, in the minds and in the attitudes of our Asian counterparts. Somehow the association or affiliation with the State Department I think gives them the idea of State involvement or the financial web body in the form, of workings of foreign policy and the Federal Government would be apparently more concerned. This is the point I'd make on that.

Mr. **Hawkins.** Thank you.

Mr. **Brademas.** Thank you very much Mr. Kimura. We appreciate your testifying this morning. Our next witness is Dr. Wytze Gorter who is the chancellor of the University of Hawaii at Manoa. Dr. Gorter.

## STATEMENT OF DR. WYTZE GORTER, CHANCELLOR, UNIVERSITY OF HAWAII, MANOA CAMPUS, HONOLULU, HAWAII

Dr. **Gorter.** Mr. Chairman and members of the committee. I suspect Mr. Chairman that you have been concerned about stumbling over an oriental name and even suspected you would mispronounce a nonoriental one. However you have. (Audience laughter.) This is a very common occurrence where I'm concerned, my name is pronounced W-i-t-t-s.

Mr. **Brademas.** Witts.

Dr. **Gorter.** I have heard you admonish several witnesses to summarize their testimony, and perhaps I can be first to do so. Not being a lawyer or being in Congress or as an economist and, having been misunderstood for years, I am not concerned by that prospect. Let me begin by saying that I certainly support the statement made by President Cleveland who has said it far better than I could. I agree therefore, with his description of the role of the East-West Center as compared to the role to be played by the proposed Institute of Asian Studies. You recall that President Cleveland referred to the development of a consortium and the question of the leadership of the institute. I would join with President Cleveland certainly in saying that if the University of Hawaii were to be picked out to be the lead institution in developing Asian studies we'd be most pleased. However I think we have to understand that there are many other institutions in this country which have fine faculties which are most interested in Asian studies and they too have an interest in the development of the Institute for Asian Studies. The very strength of that institute will depend upon the support which we get from all of our colleagues in other universities as well.

If you were to name the University of Hawaii as the location of the institute we'd be most pleased to have it here. We would hope it would be established here, but there are, as you know, established libraries and faculties in other parts of the country and the question of its location physically as distinct say from the question of a location of center of administration, I think that should be considered by all of us involved.

Mr. **Brademas.** Thank you very much, Dr. Gorter. Mrs. Mink?

Mrs. MINK. Yes. Are you saying, Doctor, that you feel that the problems of establishing a center here would suggest that perhaps we could not accommodate it here at the university, is that how I understood you in your statement?

Dr. GORTER. No, I'm not saying that. What I'm saying is when you realize that there are many scholars throughout the country and there are a number of institutions which are very much interested in various aspects of Asian studies, our concern here is that the support of Asian studies be a strong national support. We'd certainly be ready to establish such a center, but we are most concerned that we get a center established.

Mrs. MINK. No matter where?

Dr. GORTER. Believe me if it were put here in Hawaii I'd be absolutely delighted, but we are most concerned about the establishment of an institute.

Mrs. MINK. In other words what you're saying is if it developed that there became a prolonged quarrel as to where it is to be located and as to getting the concept established, you would defer?

Dr. GORTER. Yes, because the important thing to us is to have a national center for Asian studies.

Mr. BRADEMAS. Is there not another policy question involved, Dr. Gorter, namely, the whole concept of whether we ought to have (1) a center that supports research and study of Asia or (2) a center which might administer programs of Asian studies across the country? Do I make clear my question?

Dr. GORTER. Yes, I think you do. What you have to understand with regard to Asian studies throughout the country today is that there are areas of strength in other universities, libraries have been established, and teaching programs going on. When one conceives of a center from a physical standpoint then one has to ask what would be put in the physical center that would fit in with all those areas of strength we already have throughout the country.

Now one could conceive of that being an administrative center and say from which to coordinate all these Asian studies that are going on throughout the country. That would be the concept of an institute or center providing a national focal point. If anybody wanted to find out what was going on in Asian studies he would go to that point and be given the appropriate information. What you have to understand is that it is extremely costly and perhaps not very worthwhile to duplicate the libraries and other materials available elsewhere.

Mr. BRADEMAS. Mr. Hawkins.

Mr. HAWKINS. Doctor, did you name any of the other centers studying Asian affairs? You mentioned that in your statement; could you name several such centers?

Dr. GORTER. There is one at the University of Washington; there is one in Berkeley; Columbia University is mentioned; it's very difficult to find a major university where there isn't something offered in the Asian field. Cornell, for example, is in the Philippine area, Harvard has studies on Asian affairs, and others.

Mr. BRADEMAS. Let me mention, also, studies on Thailand conducted at Indiana University.

Mr. HAWKINS. Well, aren't they more specialized as to countries, rather than covering the entire Asiatic nations?

Dr. GORTER. Yes. The problem we have there, Mr. Hawkins, is that when one uses the term Asia, one is talking about tremendous diversity. The same is true when we talk about the United States, including Hawaii, we consider ourselves as having qualities different from other States.

Mr. HAWKINS. Thank you.

Mr. BRADEMAS. Thank you very much, Dr. Gorter.

(Dr. Gorter's statement follows:)

## STATEMENT BY WYTZE GORTER, CHANCELLOR OF THE UNIVERSITY OF HAWAII AT MANOA

We on the University of Hawaii Manoa Campus are understandably pleased by the interest in Asian Studies shown by those who sponsored the bill under consideration here today. I need not outline for you the extensive involvement in many aspects of Asian Studies of those on our faculty and staff here on the Manoa Campus. Other witnesses today will testify to that, I am sure.

I should like to confine my comments to what we consider to be the primary mission of an Institute for Asian Studies and to indicate how it is distinct yet both complementary and supplementary to the activities and programs of the East-West Center.

I strongly support the establishment of an Asian Studies Institute through funding by the federal government. I believe that such an institute should be considered to be a national center for such studies and not necessarily a center to be part of the University of Hawaii. There are many scholars in the United States interested in Asia and there are literally millions of people in our country who should be better informed about Asia.

Establishment of an Institute for Asian Studies could provide the focal point for the appropriate coordination among Asian scholars and the development of the wide variety of programs designed to increase our information and understanding about Asian affairs. I know that it is unnecessary to convince any of us in this room of the importance for all of us as both citizens of the United States and members of the world community to improve our understanding of Asia. We are all aware that Asia is rapidly becoming the place where "the action is."

There is lamentably little instruction in Asian history, culture, politics, language, literature, and art in our country today. If we were speaking merely of the enrichment of our own life experience, it would be worthwhile centering much attention on the study of Asia. It is even more urgent, though from the standpoint of the development of a cohesive peaceful world that we understand more about our Asian neighbors.

Our support here at the University of Hawaii for an Asian Studies Institute should not be considered as narrowly provincial because of our nearness to Asia and the presence in Hawaii of many people of Asian ancestry. There are excellent centers of study of Asian affairs in many other parts of the United States. We view the possible development of an Institute for Asian Studies as an opportunity for a very large scale coordinated effort by all people interested in Asian Studies throughout the United States. To this end we do not propose that the physical location of the center necessarily be here in the State of Hawaii.

We view the establishment of a Center or Institute for Asian Studies as a means of concentrating more national effort to bring a greater sense of the contributions of Asia to the world and the potential for further developments there and as an opportunity to understand better the effects upon ourselves of events which have occurred and are occurring in Asia.

There are no doubt some who wonder whether a study of Asia is not appropriately a mission of our East-West Center. It is, of course, true that there are many Asians at the East-West Center and that problems of interest to Asians are being studied at the East-West Center. However, the objective of the East-West Center is to promote cultural and technical interchange among people of both the East and the West. To that end the Center has brought together mature scholars, students, technical experts and others to consider problems which have long-run interest and implications for Asians and Americans. In the course of examining these problems people from East and West learn to work together and to understand each other better. This is a very important task and through its present organization the East-West Center appears fully capable of achieving even its loftiest objectives in this regard.

By contrast an Institute for Asian Studies would devote itself to the study of Asia. This would involve the development of libraries, research projects, curricula, and programs of public information designed to correct a glaring deficiency in our educational programs throughout the country.

Putting together such an institute involving the efforts of many hundreds of people is a very substantial task. It must be done with due regard for the interests of many people and of many institutions already devoted to the study of Asian affairs. I would suggest, therefore, that your subcommittee recommend funding a preliminary study of the creation and organization of an Asian Studies Institute and leave as a secondary consideration the location of that Institute.

Mr. BRADEMAS. Our next witness is Dr. D. W. Y. Kwok, Director, Asian Studies Program, University of Hawaii. Doctor Kwok.

## STATEMENT OF DR. D. W. Y. KWOK, DIRECTOR, ASIAN STUDIES PROGRAM, UNIVERSITY OF HAWAII

Dr. KWOK. Mr. Chairman and members of the subcommittee, I have prepared a statement in the interest of time I would like to read and comment on it very briefly. Please allow me to thank the subcommittee for this opportunity to testify in behalf of H.R. 6168, Representative Mink's proposed amendment to the International Education Act of 1966 which provides for the establishment of an Asian Studies Institute.

It is very gratifying for those of us involved in Asian studies to acknowledge the concern expressed by our Government for the perpetuation of Asian studies programs and interests in America. The importance of such studies cannot be overestimated nor can the concomitant concerns of promoting understanding between the United States and nations of Asia and the Pacific be overlooked.

America's interest in Asia has been a long one, though until World War II it was instructed by the requirements of mission boardrooms, trading houses, financial establishments, and occasionally the State Department. The view of Asia from America was one of benevolent concern, that of a nation used to success and a life of plenty, confident that it could lead the way for the establishment of a similar life style in faraway, less fortunate places. Moreover, prior to that time Asia posed no threat and, therefore, it was unnecessary to develop that interest into anything more or less than it was. With the exception of Hawaii where a few courses dealing with the languages and cultures of China and Japan were taught, the study of Asia at an institution of higher learning was unheard of.

World War II changed everything. The perceptions held in America of Asia and Asians changed drastically. The considerations of the cold war further complicated America's involvement in the course of Asian events. America then plunged into the study of Asia; but it did so with a sense of hurried urgency.

Because Asian studies, as a legitimate field of study, developed out of basically strategic interests and hurry up need to fill in the gaps in our knowledge, it took on the aspects of crisis. Language study was assessed as critical, crash programs were set up and money was poured into universities capable of filling these critical needs. An attitude of problem solving dominated the atmosphere of area studies. Even more traditional scholarly endeavors were undergirded with this utilitarian view. As such it implies that Asia has the problems and the West has the solutions. Of course the seeds of mutual understanding might not find this a particularly fertile field in which to flower.

If Asian studies are to provide the means by which America can come to comprehend and appreciate the diversely rich Asian ways of life, then it must be nurtured in an environment free of crisis-oriented attitudes. Asia should be viewed in the same way we have traditionally viewed Europe. Asian studies must hinge on something more than security or strategic interests if such interests are to be ultimately benefited. A relationship with Asia and Asians which is mature and reciprocal, based on understanding and respect for cultures and their expressions, is much to be desired.

Representative Mink has proposed an institute which could provide such an environment. Moreover, she has proposed that the institute be located in Hawaii. There are many reasons why Hawaii is, in many different ways, an ideal location for an Asian Studies Institute. Hawaii has a long history of interest and involvement in Asian events. Indeed, it could be argued that Hawaii was once a part of Asia insofar as American policies and attitudes at the turn of the century were concerned. Whether you are inclined to see it this way or not, it can certainly be agreed upon that Hawaii's ethnic plurality and consequent diverse cultural outlook create a hospitable milieu for the presence of an Asian Studies Institute focused on providing a larger environment for the pursuits of an Asian studies program.

Certainly, the University of Hawaii has demonstrated a strong commitment to Asian studies, and the manifestations of this commitment, are ongoing and active consciousness of Asia, have long been well received by the community at large. At the university, for instance, 450 courses deal in one way or another with Asia, with a faculty close to 300.

Now in that connection, Mr. Chairman, I have a set of illustrations which will demonstrate the university's experiences in Asian studies. They will also demonstrate the supportive role the University of Hawaii can play in this National Institute for Asian Studies. If the committee thinks it pertinent, I shall be happy to present them.

Moreover, we are presently organizing our Asian resources into a comprehensive faculty of Asian studies with its own dean. This Asia consciousness of the community has provided an invaluable climate for the serious study of Asia as well as proving to be an excellent learning ground for some of the more mundane adjustments necessary to make one feel at ease in an Asian setting.

Now the question will arise, in fact it has risen already, as to why we should have an Asian Studies Institute when there is already a government-funded institution located at the University of Hawaii, the East-West Center. My comments of course are the same as the statements already made. The East-West Center plays a valuable role, but not the whole role, in fulfilling the promotion of mutual understanding among the peoples and cultures which makes up the Asia-

Pacific area. It has chosen the problem-solving technique by which Asia is viewed presently under five problem headings. Asian participation also comes under such problem-solving areas. The approach, based in a faith that there are problems of mutual concern, is typically and traditionally American. It is practical know-how.

The institute that H.R. 6168 proposes will provide something more than just problem solving.

It recognizes first of all the authenticities of Asia, and not an Asia seen only in America's own troubled image. It will offer the opportunity to deal with the intangibles through continuous research and education. Through the resources of the Institute, we could enrich and enlarge our intellectual categories and esthetic capacities on a scale never before possible. The study of world civilizations can only be helped by such a national institute.

What we should seek is a world community in which Asia participates as fully and legitimately as the United States and Europe. What we have done up to now is to gather a large body of knowledge and to turn out a group of experts whose expertise is sometimes ignored. Yet, greater knowledge has not brought greater understanding. What we have to do is to cultivate a view of the world that will serve us as we enter the 21st century. A person born now would be only 28 when that century arrives. We must look to a participation in a world community and we must prepare ourselves for Asia's role in that community. To prepare for that role means to look beyond our own problem-solving attitudes and to seek an Asia consciousness throughout the country which accepts Asia on terms of equality and importance, not just in strategic terms.

And we have somehow got to begin to cultivate varied and generous attitudes toward a world area that is of critical importance. An Asian Studies Institute can provide the forum we need at this point for a reevaluation of our thinking along these lines.

If we are to create a true world civilization and world community we must continuously look at our own roles and the roles of our institutions and their policies toward establishment of this community. A world civilization grows and cannot be made. Thus we must prepare the ground in the best way possible to assure ourselves of a commodious and bountiful future.

Thank you again for your attention and your concern.

(The information referred to follows:)

**The Faculty of Asian Studies would include a strong array of specialists covering all major countries and/or areas in East, Southeast and South Asia as illustrated in Fig. 13.**

FULL-TIME AREA & LANGUAGE SPECIALISTS

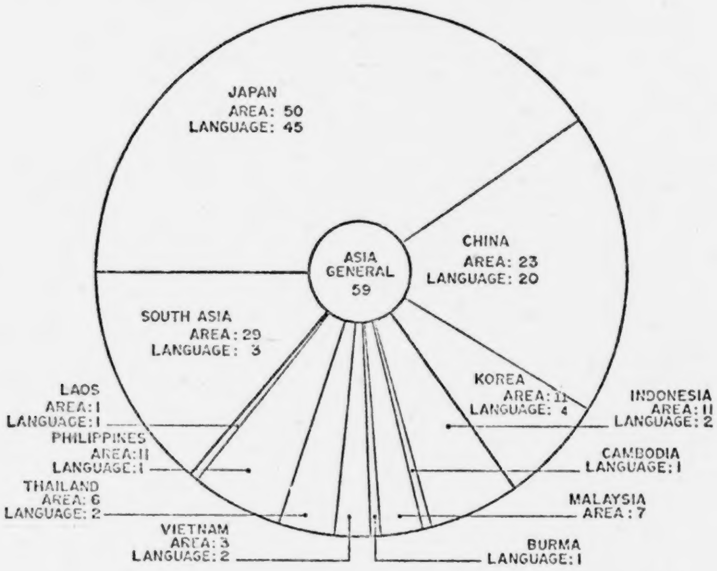


Fig. 13

## I. THE FACULTY OF ASIAN STUDIES AND UNIVERSITY PRIORITIES

The study of Asia has been repeatedly singled out for primary emphasis in the University's commitment to the "exploitation of special opportunities to create excellence in selected program areas". (See ADP II, Prospects for the 70's and Controlled Growth Policy.) Such premier status is wholly appropriate in view of the University's historical continuity and tradition in the study of the East, the present breadth and depth of its Asian studies, its potential for even greater achievements, its nationwide academic responsibility in this field, and the special needs of our own community.

Fig. 1 illustrates the current number of Asian Specialists in selected units at the Manoa campus.

ASIA SPECIALISTS IN SELECTED UNITS

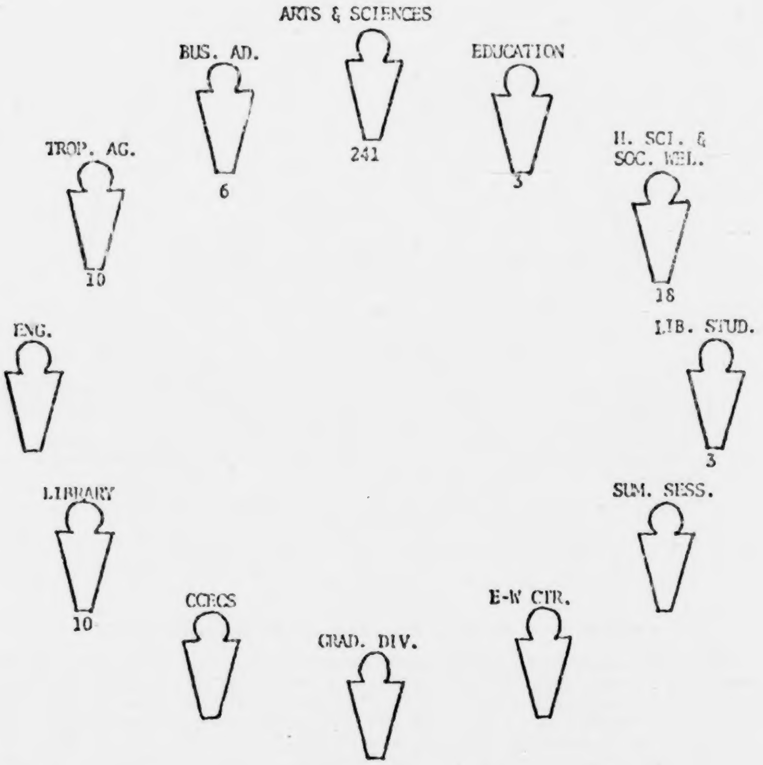

ARTS & SCIENCES
241
BUS. AD.
6
EDUCATION
3
TROP. AG.
10
H. SCI. &
SOC. WEL.
18
ENG.
LIB. STUD.
3
LIBRARY
10
SUM. SESS.
CCECS
E-W CTR.
GRAD. DIV.

Fig. 1

### II. THE NEED FOR CHANGE IN THE SCOPE AND ORGANIZATION OF ASIAN STUDIES

The present Asian Studies Program has provided an effective coordinating mechanism for a growing faculty and increasingly rich course offerings dealing with Asia. However, the growth in our resources for the study of Asia has outpaced the institutional means for maximizing their effectiveness. All current data gathered about Asian studies is handled by the Asian Studies Program, a very small office within the College of Arts & Sciences. Our position is indicated by a red dot on the University of Hawaii Plan of Organization Chart which you have been provided.

Fig. 2 illustrates the increasse from 1960 to the present in the number of full-time Asia specialists on the faculty and in the number of Asia-related language and area courses offered on the Manoa Campus.

## DEVELOPMENT OF FACULTY & COURSES

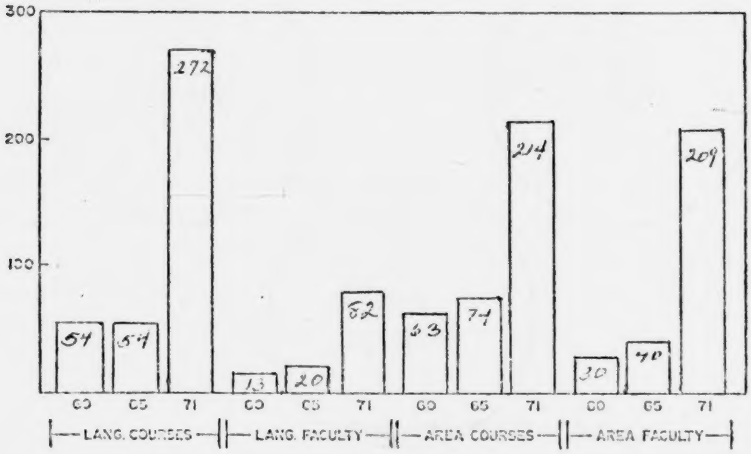


Fig. 2

There has been a comparable increase in the number of degrees awarded in the Asian Studies Program, as seen in Fig. 3.

ASIAN STUDIES PROGRAM
DEGREES AWARDED

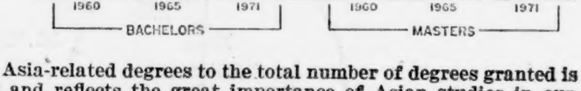


Fig. 3

**The proportion of Asia-related degrees to the total number of degrees granted is certainly significant and reflects the great importance of Asian studies in our academic programs. Fig. 4 illustrates the percentage of these degrees from 1960 to 1970.**

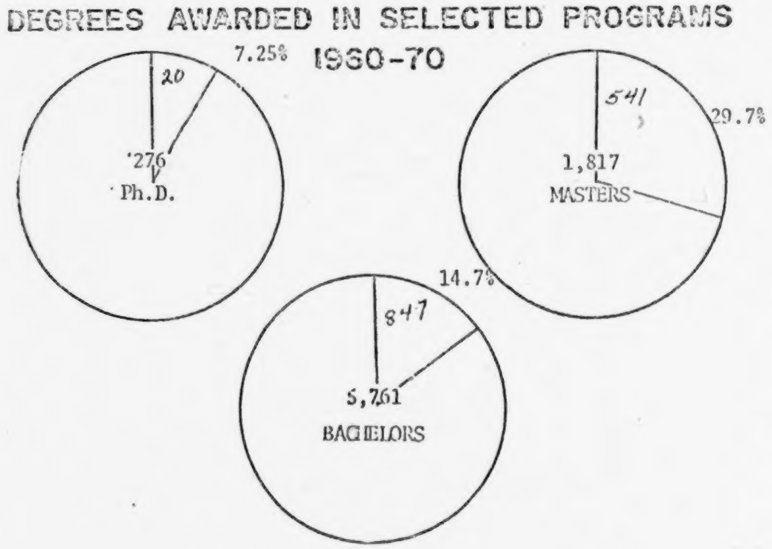


Fig. 4

**Fig. 5 indicates the percentage of degrees granted in Asia-related fields for 1970–1971.**

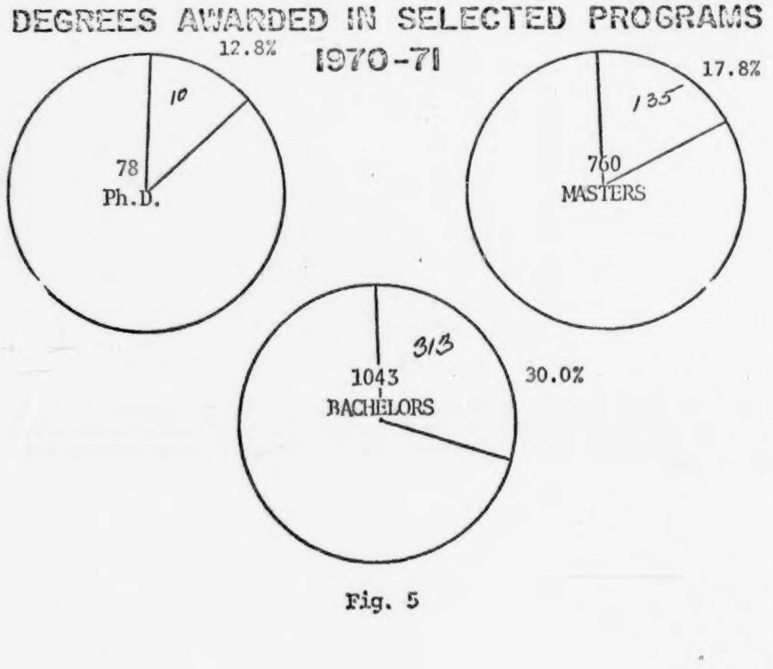


Fig. 5

**Asia-related degree programs are not confined to a few departments but are offered in a wide range of disciplines throughout the Manoa campus. Fig. 6 illustrates the number of Asia-related degrees granted in 1970–71 grouped by departments.**

DEGREES AWARDED WITH ASIAN LANGUAGE AND AREA STUDY CONCENTRATION

Academic Year 1970-71

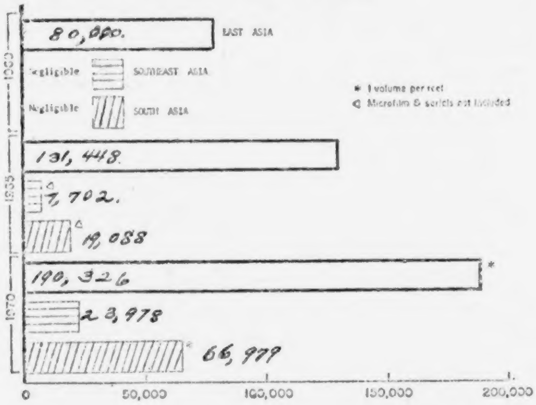
| DISCIPLINE | B.A. | B.F.A. | M.A. | Ph.D. | Other |
|---|---|---|---|---|---|
| Agricultural Economics | | | 2 | 1 | |
| American Studies | | | 2 | 1 | |
| Anthropology | 9 | | 1 | 3 | |
| Art | 10 | 16 | 7 | | |
| Asian Studies | 19 | | 31 | | |
| Chinese | 3 | | 5 | | |
| Economics | 8 | | 2 | | |
| English | 11 | | | | |
| Geography | 7 | | 2 | | |
| History | 38 | | 15 | 2 | |
| Information Sciences | | | 1 | | |
| Japanese | 36 | | 12 | | |
| Journalism | 4 | | | | |
| Liberal Arts | 18 | | | | |
| Linguistics | | | 5 | 1 | |
| Microbiology | 1 | | | | |
| Music | | | 4 | | |
| Philosophy | 3 | | 7 | | |
| Political Science | 17 | | 10 | 2 | |
| Psychology | 29 | | | | |
| Religion | 1 | | | | |
| Sociology | 79 | | 1 | | |
| Speech | 4 | | 1 | | |
| Teaching English as a Second Language | | | 3 | | |
| *Master of Library Studies | | | | | 8 |
| *Master of Education | | | | | 2 |
| *Master of Public Health | | | | | 14 |
| TOTAL | 297 | 16 | 111 | 10 | 24 |

* Based on research of fieldwork, not on number of formal credits earned in Asia-related courses.

Fig. 6

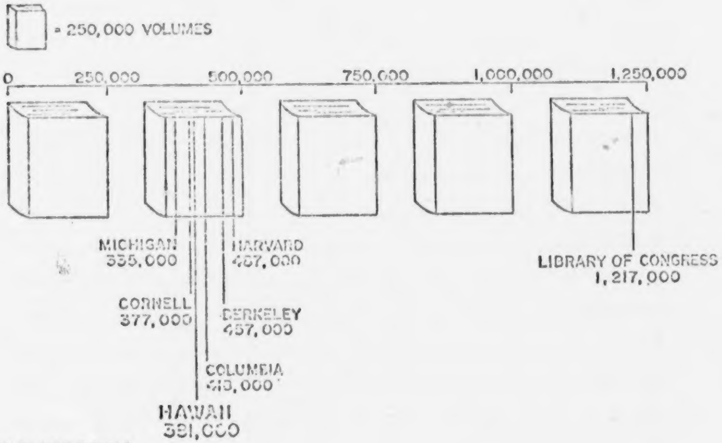
ASIA COLLECTION HOLDINGS BY AREA

The pattern of growth in Asian studies over the past decade is also reflected by the dramatic increase in the holdings of the Asia collection (Fig. 7).



Our total holdings place us favorably with other major Asian libraries on university campuses. (Fig. 8)

MAJOR ASIAN LIBRARIES



BASED ON 1970 FIGURES

Resources for the study of Asia have grown in many universities during the past decade. Compared with these institutions, the University of Hawaii leads or is in the forefront in the number of Asia-related degrees granted (Fig. 9), and the number of students enrolled in Asia-related courses (Fig. 10).

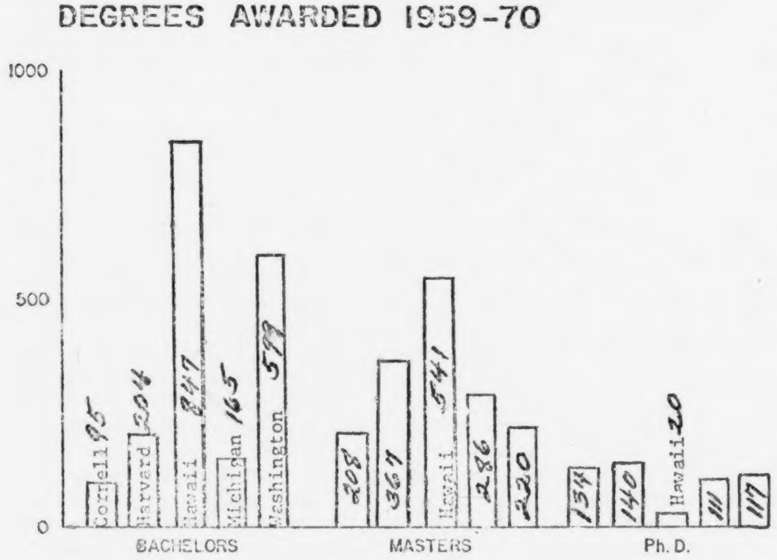


Fig. 9

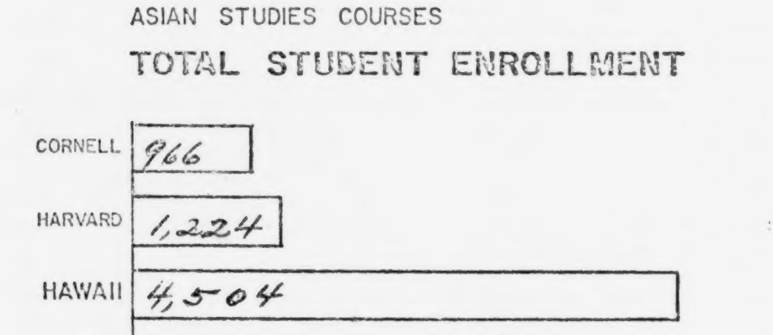


Fig. 10
(1970-71 figures)

Mr. BRADEMAS. Thank you very much Dr. Kwok. You have heard some of the questions put to other witnesses with respect to the problem of the relationship between the proposed institute and the conduct of Asian studies programs across the United States. Would you elaborate on that problem a little? That is to say do you envision an Asian Studies Institute here that would itself carry out and support Asian study programs or do you envision an administrative center here that would give leadership and coordination to Asian study programs across the United States or an amalgam of both?

Dr. KWOK. I'll go for the amalgamate, for both. The question of leadership is an interesting one, there are many institutions that have less in different areas. What I'm after most is the continuity of experience in the programs of Asian studies. Leadership should be provided by that institution with the most continuous experience. I think Asian study programs ought to get together for a concerted reevaluation of Asian studies at this time; and I believe that when you reevaluate such studies nationally, we will get near the national sense and nature of the Institute we are working toward.

Mr. BRADEMAS. I'm a very strong supporter of the idea of giving greater attention to support for Asian studies for the sake of scholarship without regard to problem-solving orientations. But when one looks at what we mean by Asian studies, and one thinks that even if you looked on it as an area study, you are still talking about Japan, China, India, Indonesia, one could go on and on, each of which represents a very large land area, a different language, very marked distinctions of culture and history. Perhaps you can overcome my apprehensions that one center cannot adequately support Asian studies in all those areas? Do you understand my question?

Dr. KWOK. Very fully; that has been the kind of question that I have heard on every campus: that is, how broadly must we approach our studies? And of course we have traditional difficulties as Asian studies encompass subcontinents and numerous countries. We have to make our own definitions of which of these areas we'll emphasize. At this institution we have gone about east Asia, and Southeast Asia and south Asia as three areas of emphasis. We do not have the pretentions of doing it all, but here we already include central Asian and southwest Asian, both of which are large areas studies. I think it's a matter of choice that every institution has to make. Here we have gone about Asian studies as generously as possible, but within the concept of Japan to India.

Mrs. MINK. Dr. Kwok, I think you might dwell perhaps more on the necessity for some national direction, emphasis, and coordination in the rather extensive diverse area which we are referring to generally as Asian studies and how the establishment of an institute like this cannot only provide the mechanism of coordinating but also measuring the deficit that exists in the higher education sphere and also evaluate whether what we are doing in our institutions currently is reaching the general public, which is one aspect of this whole problem which I find the most challenging.

Dr. KWOK. Well, I can only illustrate that by example. In the sphere of Chinese studies with which I'm slightly more familiar, only recently was there a report on activities and levels of funding. One finding is that years of support for Chinese studies has not resulted in reaching out broadly to the public. The report also expresses the desire for a more effective national forum for assessing resources and commitments in the field.

Mr. **Brademas.** Could you tell us to what report are you making reference?

Dr. **Kwok.** This is a report made by Prof. John Lindbeck of Columbia before he died, and I'd also like to fully echo Professor De Bary's statement regarding the study of Asia while we're on Columbia.

Mrs. **Mink.** Did the report you mentioned go into the aspects of the impact of whatever is being done in Chinese education in higher institutions and for the public at large, or was that aspect of it not covered?

Dr. **Kwok.** It went into the inadequacies of it. It's a report pulling together all the dissident sources that support Chinese studies. It's the first look we have had of Chinese studies in America.

Mr. **Hawkins.** I'm a little disturbed over the question of the location of the center in as much as it is suggestive of the philosophy of nonpaternalism. Would it not have been rather superficial to establish such an institute at some other place other than that where Asian studies have more or less been indigenous and had greater development; in a sense ignoring this development for perhaps some political selection or site—political selection, rather than one which offers, it seems to me, an opportunity which we should grasp?

Dr. **Kwok.** Geographically Hawaii seems to have gone halfway to meet Asia. Well, what am I going to do, speak from local pride? I do personally see a natural unity here of general interest and serious study. In the guild, so to speak, of Asian studies, a place for scholars and interested persons to visit, think and talk with colleagues is much to be desired. In this sense Hawaii is a very useful stopover, a gathering spot, and we hope it develops from a stopover into something long enduring as well.

Mr. **Hawkins.** Thank you, Dr. Kwok.

Mr. **Brademas.** Thank you very much, Dr. Kwok. I hope you'll get busy lobbying for the Kimura bill for Asian studies in the State legislature. The more evidence, at least speaking for myself, there is of serious interest on the part of the people of Hawaii in putting up some money to support Asian studies, the more persuasive will be your concern about the expenditure of Federal tax dollars in the State of Hawaii. Our next witness is Dr. Cummins E. Speakman.

## STATEMENT OF DR. CUMMINS E. SPEAKMAN, DIRECTOR, HIGHER EDUCATION SERVICES, THE CONSULTING ORGANIZATION, HONOLULU, HAWAII

Dr. **Speakman.** Mr. Chairman, Mrs. Mink, and the committee. I am testifying as a private citizen not connected with the university or the East-West Center, but as one having labored in the vineyard of international relations since World War II when I found myself lecturing to thousands of men about why we fight. I began to ask myself, "Why, indeed?" and I went back to college to study international relations.

Therefore, I salute this latest effort and congratulate Representative Mink for encouraging us to develop Asian studies in Hawaii. Ever since World War II and the great thrust to develop international studies that came afterward, all of us knew that we needed to know more about other people. But, with some exceptions, we have neglected this need. Our efforts to understand other peoples of the world have not measured up to the expectations we had after World War II, nor after the Korean war and our mistakes in Vietnam are compounded by our lack of understanding and our failure to recruit and train experts in Vietnamese studies.

I am all in favor of an Asian studies institute here. I'm glad to learn that the plan includes close cooperation with the University of Hawaii. However, it would be wrong to bypass the East-West Center or to try to duplicate its vast resources.

Though I am a generalist in the field of international relations, I would suggest a concentration in Chinese studies, with the emphasis placed upon the study of Chinese culture as an interactive influence on other cultures. As we have, for 25 years, been so isolated from China, we should concentrate on modern Chinese studies and an understanding of what has happened in this period of isolation.

The culture approach also helps in understanding one's own culture through the eyes of another culture. It could provide an integrated approach that would be useful.

I hope that we would study and seek cooperation with other centers inside and outside the United States which have done important work in the field of oriental studies, including, of course, the countries of Asia themselves, but referring also to those important oriental studies which the English and French universities and others in Europe have produced.

(Mr. Speakman's prepared statement follows:)

### STATEMENT OF CUMMINS E. SPEAKMAN, PH. D., DIRECTOR, HIGHER EDUCATION SERVICES, TCO (FORMER DIRECTOR, FAR EAST TRAINING CENTER, UH/AID)

In considering the possibility of a new center for Asian studies in Hawaii, I would make these suggestions:

One, it should not duplicate resources or compete with the University or East-West Center.

Two, it might well be an extension in depth of the UH-EWC complex which has immense resources in this field.

Three, the emphasis should be on China Studies.

Four, the overriding concept should be the study, the impact and interpretation of Chinese culture.

Five, the culture concept might indicate the development of a Chinese cultural centers with aspects and functions not now covered by existing institutions.

I do not question the need for increased studies of the immense and varied cultures of Asia but I wonder whether a separate institute is necessary in view of the already well established University programs and those of the East-West Center. I can see room for other institutions, especially as the field is so broad and varied, but would hope that if a new Asia study center is developed it will be in full cooperation with the EWC and the University and will have full access to the resources which this complex already possesses. I hope this question will be thoroughly explored and that any new money from federal sources will extend rather than duplicate already existing resources here in Hawaii.

There is a great need for filling the gap due to the isolation of mainland China from the West over the past quarter of a century. It is another reason why I would like to see emphasis placed on the study of China.

The integrating approach might be through the study of Chinese culture and its influence upon other cultures of Asia and the world.

Mr. BRADEMAS. Thank you very much, Dr. Speakman. I think you may be interested to know that there has also been referred to the subcommittee a bill—and I don't say that I favor the bill or oppose the bill, but I am in sympathy with its purposes—that I think would interest you, which provides for the establishment of a national institute for the study of China. It is my own hope that in the next Congress it may be possible for members of this subcommittee to be able to go to China for an examination of the Chinese educational institutions. So your observations fall on very friendly ears so far as I'm concerned. Thank you very much indeed Dr. Speakman. Our next witness is Dr. Donald Char, director, student health services at the University of Hawaii. Dr. Char. Would you try to summarize, Dr. Char? As I tried to say earlier we are really not going to give other witnesses an opportunity to be heard at all unless we can progress more rapidly.

## STATEMENT OF DR. DONALD CHAR, DIRECTOR, STUDENT HEALTH SERVICES, UNIVERSITY OF HAWAII

Dr. CHAR. I'll try to, sir. I'm Dr. Char, a physician and director of the student health service and professor of pediatrics at the University of Hawaii. I think I may give a different slant, I'm trying to give more consumer orientation because I do hope the hearing is not only on education or advice on how we provide it. I was born within a mile of this institution, having attended it for $2\frac{1}{2}$ years, then matriculated in medicine in Philadelphia. I have also seen military service as a physician in the U.S. Army, being stationed in Germany during the Korean conflict.

You see in me a fellow who finds it extremely difficult to say no, because my basic culture, by virtue of my birth, makes me feel guilty in rejecting the wishes or desires of another person. You are all familiar with the implacable, ever smiling, inscrutable oriental, or maybe you hear the terms "disinterested" or "apathetic" or sometimes "stupid" or "inarticulate" more often, but have you ever thought about what was on his mind? That he might be upset because you were asking inappropriate questions and he must not show his displeasure?

Start someone out in life not having the skin or hair color, facial features, or body build of the dominant white American. Superimpose upon this physical model, a complete neglect of educating him to be proud of his inheritance, and you can see how he grows up to be very sensitive, and even defensive about his cultural heritage. Ask me my Chinese name, and I still find it difficult to answer you directly, because you see, it is Fook Biu, and part of it sounds so embarrassingly like a common Anglo-Saxon four-letter vulgarity.

I could not attend the school with the intellectually privileged, because my family was not sufficiently wealthy to send me to a private school, and our public school was divided into an English standard speaking system, and the "others." You had to take an English language proficiency test to get into English standards speaking system, so the Smiths went almost exclusively to one school, and we Chars or

Yamamotos attended the other. McKinley High School, my high school, was commonly referred to as "Tokyo High" when I was going there, and during World War II this really hurt.

Even at our University of Hawaii, I had to take a special speech course, because some white teachers decided I could not use "his" language correctly.

I did not get incarcerated in the concentration camps during World War II, but I still have memories of large posters of Uncle Sam pointing his finger at me during the second World War and saying "speak American."

Is it any wonder then why I grew up to think that haoles or white people were not to be denied? Why I had a "funny feeling," cultural shock maybe, when, at age 20, on arriving in San Francisco I had my suitcase carried up to my room in the hotel by a white man.

But, you say, things have changed, and indeed they have. For the public school English standard speaking system of Hawaii, and the required speech class I referred to above was finally discarded in 1955. But I submit that Americans of Asiatic origin continue to grow up in an environment where their culture is largely neglected or misunderstood, both by himself, as well as his society.

Listen to some adolescent Honolulu high school students as they discuss their problem of growing up in Honolulu as quoted in one of our local newspapers in 1970.

A young Japanese girl stated: "I'm saying that looks are the most noticeable difference, values are becoming so much closer. You see the orientals adapting to all the Western values. You can see this in Japan as well as in the United States. Not only their way of life, but also their social values."

Another girl says: "I see myself having all these Japanese characteristics and being quiet and listening and accepting all I hear. And I'm trying to get away from that. But I don't feel any guilt about trying to leave it."

But can one, as you listen to this statement from a young Japanese adolescent?

"My father was born on Maui, my mother was born in Japan. My father tends to be more conservative, respect for parents, respect for authority, and my mother is rapidly trying to be American. I try to get away from everything and find out where I am. I'm just a 17-year-old who doesn't know which side he belongs to."

I think these statements say far more eloquently what troubles those of us who are of Asiatic origin. My work at the University Health Center involving daily contacts with emerging adults reinforces my conviction that this problem permeates all of our lives, and affects all too many of us.

We of bicultural heritage are forced to adapt ourselves to the dominant Western, white-faced society. We must speak out and learn to express ourselves, even though we are basically conditioned to speak to our elders only when spoken to, and then only under prescribed conditions. We hear about how Western man has made this world, we are forced to relate to Jesus or Columbus or Washington as models for our lives, and nowhere are we educated to feel that we have just as great a civilization in our own cultural birthright. Instead, we see ourselves portrayed as a waiter in a Chinese restaurant or a Japanese housebody in the movies or TV, even Charlie Chan, a "Chinese" hero is robbed of us and given to a white man to portray.

In Hawaii, where the whites are outnumbered 2 to 1, we continue to be taught from texts and materials which completely overlook Asiatic contributions, because these teaching materials are made in Illinois or Boston or San Francisco. Even in our university, this same white-faced establishment dominates our education structure. Ethnic studies did not develop until 1970, spearheaded by a black student from the mainland: I feel this came about because the predominantly white educators never imagined that anyone could harbor feelings that one would want to be different from them.

I think I have covered the main stuff. I have more but I won't read all of it.

Mr. **Brademas.** We'll include the entire text of your statement as well as all the statements in the record. Dr. Char, I found in your statement "in Hawaii where the whites are outnumbered 2 to 1 we continue to be taught from texts and materials which completely overlook Asiatic contributions, because these teaching materials" are made outside Hawaii. Why don't you produce these teaching materials in Hawaii?

Dr. **Char.** Well, I think that the providers before me spoke to the point. I'm consumer, I can only lament the fact that we do not have anything along that line in our public school education system. I have five children and I know what public school education is. I think I'm not only commenting on what my background is but hopefully I'm bringing to this concept the feelings of many of us who are of Asiatic-American origin. Class aids about our origins are few in number compared to Western.

Mr. **Brademas.** Well, I can understand that very well. My father was born in Greece and I'm the first American Congressman of Greek origin, so for a long time I was the smallest minority group in the House of Representatives. But the fact that my mother was of Anglo-Saxon origin made it very easy for me to identify. I take great pride in my Hellenic heritage, but I was brought up as an Anglo-Saxon Protestant. Some of my classmates and neighbors were children, both of whose parents were Greek immigrants, and they had a rather more difficult time in adapting to the predominantly Anglo-Saxon white Protestant culture of Indiana. So I must say I'm struck by what you say, if I understand your statement correctly, that here in Hawaii there will be children growing up who are of oriental background and who have a problem of self-identification. Is that the point you were making?

Dr. **Char.** Yes.

Mr. **Brademas.** And they don't know where they came from, and therefore don't know who they are? Is that not correct; is that what you are saying?

Dr. **Char.** I think they know where they came from. I think they have ambivalence about their own identity, which I think is a basic problem for them to confront.

Mr. **Brademas.** Well, I think we're on the same wavelength. One of the points you made here and I quote you is they are "taught from texts and materials which completely overlook Asiatic contributions" so what I guess I'm trying to say is that I for one would be more impressed if I saw some rather more vigorous Hawaiian leadership in supporting more investment of your own resources in providing teaching materials that would enable young people, both whites and those from an oriental background, to learn more about the contributions from Asia. Am I mistaken in that—that sermon that I have been preaching?

Dr. CHAR. Not at all. I, for instance, went to Chinese language school as part of my heritage, but my children no longer do.

Mr. BRADEMAS. Now, how were you able to participate in a Chinese language school?

Dr. CHAR. This was a privately sponsored enterprise and my parents wanted me to learn a little bit more about my Chinese culture I guess, sent me to Chinese school so I could write the ideograms and things like that. But I point out, I can speak about it now, but at that time I was the stupidest kid in Chinese school. I was always at the bottom of the list, and I think my reason for that was I developed my philosophy of education very early because I was convinced that the reason I didn't want to learn Chinese was because I was trying to become an American too fast. I was trying to forget my basic heritage and I was therefore always at the bottom of this list and it's only since I'm grown up that I have learned to regret my basic decision in childhood. But I think all of our children face this task of integrating to cultures within our identities and this is what I'm pleading for, is the fact that at a very young age we are conditioned really to regret part of ourselves all the time. I hope I might also stand upon the idea. I think I have been mainly making a personal appeal for myself and the people of Hawaii. I do point out that there are some far-reaching consequences for America. I do try to consider myself Asian and American. Just this year one of our prestigious medical journals sent out a questionnaire to physicians in the United States asking us whether we should expend Federal funds for acupuncture. I'm sure that if acupuncture had come from Poland or Russia or Greece we wouldn't have such questions. It seems to me, it reflects I think, what is a peculiar cut of the American acceptance of what is good and what is less than good.

Mr. BRADEMAS. Thank you very much, Dr. Char.

Mrs. MINK. I think what I would like to offer at this point is a comment on this statement which has been so well presented to us by Dr. Char with whom I went to school. I think that it is not so much a statement with respect to the problems that our young people and our new generations have in self-identity, but an exposition on the force of being completely overwhelmed by the emphasis of Western civilization even here in Hawaii. You would think that we would have here a natural setting for a fundamental emphasis on Asian studies because of the makeup of our population, but we instead have been overwhelmed by the drive and the direction given American education and its emphasis on Western civilization. It is hard to believe that we here in Hawaii could have this deficit too in our experience, even while having language schools to attend—and I attended Japanese language schools as a youngster—plus the home experiences and the family experiences. These were not sufficient, because our school situation did not have that kind of direction. So to the extent that we even feel this problem here, and we shouldn't, but we do, we're saying in terms of the larger practices of the rest of the country: If here in Hawaii we have the problem of trying to relate to Asia as indeed an integral part of the world, can you imagine what it is like in Indiana?

It is difficult to accurately dramatize how we feel and try to transmit this sensitivity into a national recognition of what we could be doing in education.

Mr. BRADEMAS. I think Mrs. Mink's observations were very eloquently put. Do you have a question, Mr. Hawkins?

Mr. HAWKINS. No. I'd just like to say, since Mrs. Mink didn't condemn us in California, I'm very very grateful.

Mr. BRADEMAS. Thank you very much, Doctor Char.

### BALANCE OF DOCTOR CHAR'S WRITTEN STATEMENT

Certainly I took pride in realizing that our Chinese civilization was in flower even before Christ was born, but about the only bits of knowledge I can recall from my University World History course relating to Asia was that of Kublai Khan, and this was because we were exposed to the story of Marco Polo. Or how about a view of the Japanese from the concept that Admiral Perry had to open up this country to the West and civilize this heathen nation?

So I submit, we Americans of differing skin colors continue to be conditioned to look at ourselves as somehow inadequate or not quite civilized and are left insecure in our homeland.

Congresswoman Mink's H.R. 6168 will go a long way toward restoring the concept of establishing a more balanced global perspective for humanity. We Western men currently have our roots too deeply implanted into our European heritage and cannot adequately appreciate the one world perspective. I see evidence of our defective vision all around us. Witness the very recent editorial in a local newspaper speaking about the reawakening of discrimination against the Japanese American in parts of our nation.

It was fascinating to me that a recent prestigious medical journal polled the nation's physicians as to whether federal funds should be expended in research on acupuncture. Would this have been questioned had this new concept for health care emanated from Poland or Russia? Or as I suspect, did this poll reveal that many Americans could never see anything of value emerging from China?

We must promote a better appreciation of the whole world concept for all of humanity. We Americans, representing one of the most powerful forces for change in the world, must take the leadership in educating people to look at and accept each other as meaningful, decent human beings. We merely give voice to this concept now, but the basic conditioning factors to create that sense of equality is unfortunately skewed mightily toward viewing everything Westerners do and represent as good, and what the others have as less desirable. Therefore, Asiatics must come our way, or should they?

I feel that we Americans, and I include myself in with you, must learn to be more understanding and appreciative of values and systems of thought and human interaction that are alien to ours. It should help considerably in our relations with the rest of the northwestern world.

Beyond this, however, I nourish the personal dream that we have much to acquire from Eastern man. We could all gain better insights into how to live more peacefully and noncompetitively with each other. We could learn to adopt more meaningful human values and reject our oftentime superficial, commercially oriented tendencies in dealing with others. New dimensions of man and his role in society and his environment would emerge.

Mr. BRADEMAS. Our next witness is Dr. Hubert Everly, dean, College of Education of the University of Hawaii.

## STATEMENT OF DR. HUBERT EVERLY, DEAN, COLLEGE OF EDUCATION, UNIVERSITY OF HAWAII

Dr. EVERLY. Mr. Chairman and members of the committee: I will not attempt to read my 10-page statement made on behalf of the staff of the college of education and written by a committee of the college which is probably why it's 10 pages long. I will, however, state for the record that I and the faculty of the college are enthusiastic about Congresswoman Mink's proposed amendment and we hope very much that the institute will be established.

I agree that we'd like to see it established above all, but I must say that we also think that Hawaii is an excellent place to start it regardless of what form or state it may take. We think we have the resources here that would be helpful to the institute. A great deal has been said this morning about racial development in some areas and I think if I have a chance to respond to some of the questions I may be able to answer some of them. Of course, the training of personnel is the obvious need. We have been using Federal funds as well as State funds to develop our programs. Organized neatly as we are as one part trainer of teachers and the other employer of teachers, it's possible to develop racial programs rapidly, be it Federal or State support or both and with themselves to experiment with and I think this may be an advantage to a national institute. For example, we have taken our title III of the USEA money, demonstration money, and instead of spreading it around the State as it has been done in most cases, we have developed a center in Hawaii which is operated jointly by Dr. Amioka and his personal representatives and by our faculty, so that we have made maximum impact on curriculum changes by so consolidating these funds and adding to them State support. I will concede that our first project under that was English language projects rather than Asian language projects because English is considered the one primary problem of going to school here.

However, we have had a smaller project for the development of the Japanese language curriculum in the State largely from Federal funds and this is not completed and with the creation of better textbooks we'll be teaching Japanese in the public schools from elementary to high school, not only in Hawaii but anywhere in the United States. So, we think this kind of approach would be profitable because, obviously, we're going to continue this type of effort in Hawaii whether this bill is passed or not, because I think that most people in Hawaii feel an interest in the Pacific, Micronesia, Melanesia, Polynesia and Asia. Indeed we select our faculty with an eye to their having had friends or an interest in this area prior to coming to Hawaii. If you were asking me whether I had any idea they had gone to Indiana University, we have rubbed shoulders with them in Thailand, and Pakistan, and Laos, so we know that they have this interest. But we see this kind of effort as somewhat different from AID, we think in many ways it's going to be a primary aid to a better program, the kind of materials and training that would be available at such an institute, and that would be of advantage to America. We are very much in favor of the amendment and we hope the committee will report it favorably.

Mr. **Brademas**. Thank you very much, Mr. Everly. I take it that the major thrust of your statement relates to some of the questions that I have been putting to the earlier witnesses. You are suggesting that one of the benefits of the proposed institute would be to serve as a resource for helping encourage teacher training and curriculum development for elementary and secondary schools in Asia language studies; is that correct?

Dr. **Everly**. That is correct.

Mr. **Brademas**. I'm encouraged to hear you say this, because my own thoughts would be that Hawaii is ideally suited for the leadership of public schools throughout the United States in Asian languages and studies. I have two questions.

One, I would appreciate any comments you may care to make on getting State moneys from Hawaii to support Asian language and Asian studies programs in the public schools in the State; and, two, to what extent do you now find such courses offered in mainland schools?

Dr. **Everly**. Regarding the first question, I think we will get State support. I think we have already gotten State support where Representative Kimura came out and indicated the fact, and I think the other members of our legislature will give the same kind of support. The chairman of that committee happens to be of Chinese ancestry and there are others of Japanese ancestry on the committee.

I think the attitude in Hawaii generally is the State extending—over land-grant State universities, extending our services beyond the boundaries of the State. It's true also of other areas in Asia, Micronesia, and Guam. I have lived in Hawaii 40 years now and I think being an ex-Californian I see the difference in living in a community like this and seeing it develop under you as part of your efforts, and seeing the same kind of opportunities extended to other areas is critical. Sometimes it sounds patronizing but we can't always help that attitude, we know it is an undeveloped area which is now trying to develop. I think some of the things which Dr. Char described are quite accurate. In my early experience in Hawaii it was obvious the effort at that time was to Americanize this place, to stamp out the language schools which were considered a nuisance, an abomination. To speak English was the rule of the day. We finally achieved statehood only by proving how American we were, especially to our Southern colleagues and then we were able to relax and enjoy being Hawaiians and began to reemphasize. The idea of teaching Japanese language in a public school would have been an antipathy a decade ago, because we were busy then trying to stamp out the teaching of Japanese as somehow being un-American. So, I can see the kind of things that are reflected in Dr. Char's and I'm sure some of Mrs. Mink's experiences. But I think we have gone past that age now. I think we are far more comfortable. There is far more acceptance. That is what leads me to feel the establishment of the institute here would in itself be an education for the people that come here to live.

Mr. **Brademas**. Thank you very much, Dr. Everly.

Mrs. **Mink**. Thank you.

(Dr. Everly's prepared statement follows:)

## PREPARED STATEMENT OF HUBERT V. EVERLY, DEAN, COLLEGE OF EDUCATION, UNIVERSITY OF HAWAII

The College of Education would like to go on record as fully supporting the concept of an Asian Studies Institute at the University of Hawaii, as outlined in H.R. 6168 introduced by the Honorable Patsy T. Mink (D-Hawaii) in the House of Representatives on March 16, 1971.

As professional educators, recognizing our commitment to improving public education at every level, we feel that the establishment of such an institute at the University of Hawaii will enable us to better capitalize on our unique faculty expertise in Asia and the Pacific, to improve our current and to develop innovative programs in the areas of teacher education, curriculum research and development, and to serve as a national clearinghouse on Asian (including related ethnic) Studies. Many of the specific items which we will discuss are already part of our professional life, but can be vastly more effective under the overall umbrella of an Asian Studies Institute. There is a great deal of overlap of what we do and current activities in the Asian Studies Program now existing, not to mention the Pacific Islands Program, sociology programs, etc. An overall, well articulated Asian Studies Institute will provide the coordination necessary to foster interdisciplinary programs and more effective intra-university programs.

During the past twenty five years, the study of Asia has made vast strides in American colleges and universities. Although this progress has not been as great as some of us would have liked, the fact remains that Asian Studies in 1972 is far superior to Asian Studies at the end of World War II. The same kind of substantial, although limited, progress has not, however, filtered down into the nation's public schools.

This is particularly tragic since the vast majority of young people do attend our schools through secondary school, while a significant, but relatively few pursue higher education. Not to prepare this majority to have a realistic and solid understanding of Asia is, in our judgment, not only short-sighted, but potentially dangerous to the nation. The classic example of national ignorance of this type is apparent in our experience in Southeast Asia. It is in this area of fostering a basic understanding of Asia among young people that we feel we have an important role to play through our activities in teacher education, curriculum development, etc.; our participation in the proposed Asian Studies Institute will enable us to do this more effectively for the reasons cited earlier.

There are many specific answers to the question "Why study Asia?" Raw population figures alone provide one answer. In our increasingly interdependent world, it is utter folly to live in virtual ignorance of the world's most densely populated continent. There are also, perhaps, better reasons to pursue the study of Asia in our public schools. The continent boasts the grandeur of ancient civilizations, it is the birthplace of the world's major religions and a rich lode of some of the world's greatest literature. In addition, Asia confronts daily with many faceted political, economic, social, and ideological conflicts that threaten to pull us to the brink of conflict. Finally, the futurist oriented man or woman might point to the vast potential for good or evil inherent in a China soon to boast a population of over 1,000,000,000 people, or to Herman Kahn's startling prediction that the twenty-first century may well be labeled by yet unborn historians as "Japan's Century."

Even Americans intent on alleviating or solving the myriad of our domestic problems would do well to consider the words of James A. Perkins, former President of Cornell University, who has argued persuasively that "some of our most urgent domestic problems—social injustice, urban decay, environmental pollution, and the quest for ways to maintain peace—have international dimensions that have yet to be translated, in any substantial way, into international studies programs." A closer look at this contention demonstrates its validity. These, and other similar problems transcend national boundaries and, if the past is a reasonably reliable guide, the solutions must be sought across national boundaries. Pollution problems are found in Japan, the conflicts among race, ethnicity and education are common throughout Southeast Asia, and urban educational problems are as real in Hong Kong as they are in New York.

Both cross-cultural and comparative studies hold a good deal of promise in shedding light on these problems not only for Hawaii's benefit, but also for the nation's.

The proposed Asian Studies Institute is a bold and exciting concept that contains great potential for the entire nation, and the College of Education feels strongly that we have an important contribution to make to it. Matters concerning Asia and the Pacific Basin have for many years been a significant concern of the College of Education, but this concern has never been coordinated on a university-wide basis into a unified, concerted effort reflecting a set of carefully thought out and articulated goals and objectives. Efforts in this area have usually been the result of a single professor, a single department, or a small number of interested instructors organizing courses or short-term projects among themselves. An Asian Studies Institute, as proposed in H.R. 6168, would serve to unify, and give greater focus and purpose to the efforts of the College of Education within the wider university context.

The College of Education has considerable expertise and experience to offer to the proposed institute. As early as the 1930's, for example, the College of Education faculty were conducting in-service workshops and related activities in American Samoa on a continuing basis.

Through its Office of Foreign Contracts, whose director is a professional educator, a continuing and vigorous involvement in development education throughout Asia and the Pacific has been developed. Through this unit, the College has conducted educational contracts, under the auspices of the Agency for International Development, in Thailand, Pakistan, and Laos. In addition, similar contracts have been negotiated in both Micronesia and American Samoa. Dozens of College faculty have served on these contract teams, and others have served as short-term consultants. These individuals have brought to the campus in general, and their courses in particular, a new perspective which has infected many students who have subsequently worked in the Peace Corps, Vista, and related agencies.

The College also has on its faculty scholars with national and international reputations in the areas of Japanese, Chinese, Soviet and European education. In addition, there are a substantial number of faculty, cutting across department lines, who have had significant experience with the educational problems of the Micronesia and the two Samoas. College of Education faculty, in conjunction with the East-West Center, have sponsored and housed an extensive Teacher Interchange Problem which brought several hundred Asian and American public school teachers to Honolulu for up to two years contact with one another. Many of these teachers now hold responsible and important positions in their countries.

The College of Education also offers, on a regular basis, the following courses relevant to Asian Studies:

Ed CI 335, Foreign Languages, Secondary (Asian Languages)
Ed CI 390, Student Teaching (student teaching in an overseas area possible)
Ed CI 540, Practicum in Curriculum Development (Asian Studies)
Ed EC 623, Survey and Production of Asian and Pacific Study Materials
Ed EF 480, Anthropological Applications
Ed EF 490, Zen and Education
Ed EF 665, Comparative Ideologies and Education
Ed EF 669, Foundations of Comparative Education
Ed EF 671, Comparative Education: Asia
Ed EF 484, Education in America (for Asian students only)
Ed EF 763, Seminar in Educational Theory (Japanese Educational Philosophy)
Ed EF 770, Seminar in Comparative Education (East Asia, South Asia, Southeast Asia)

As a result of their work in these areas, a substantial amount of publishable research has resulted. In addition, a number of faculty have been active in national and local activities of professional organizations such as the Comparative and International Education Society, the Society for International Development, etc.

The Division of Field Services of the College of Education has co-sponsored, with the Taipei American School in the Republic of China, "a student teaching in Taiwan semester," and the College is now examining the possibilities of participating in the University of Hawaii's Singapore Study Center. There is also a good deal of interest in establishing a student teaching and/or study center in American Samoa. This would not only serve as an outlet for student teachers to gain a cross-cultural experience, but would also prepare them for teaching in areas containing a significant number of disadvantaged Polynesian children.

Among the several other activities of an Asian and Pacific nature within the College of Education, we would point to the current planning for a joint course (between the Departments of Educational Foundations and Curriculum and Instruction) in educational theory and practice to be offered on an experimental basis for students at both the University of Hawaii and the University of the South Pacific in Fiji. The PEACESAT communications satellite project, directed by Dr. John Bystrom of the Department of Speech Communications, will be the vehicle used for this course. In addition, several departments within the College have offered, and plan to continue to offer, University of Hawaii credit courses in Laos and American Samoa. A number of individual faculty members have worked closely with Asian and Pacific Island students, teachers and administrators on campus, in cooperation with the East-West Center. In summary, then, we are not newcomers to the area of Asian Studies or international education. We are not willing to rest on our past accomplishments, but wish to build upon these efforts, and to chart new courses in these areas during the last three decades of the twentieth century.

As part of the proposed Asian Studies Institute, we envision virtually limitless possibilities for our involvement. Our major contributions we feel can be best described under two rubrics: (1) as a bridge between Asian Studies scholars in the various academic disciplines and the teachers and pupils of the public schools, and (2) providing a resource center and model for mainland colleges, universities, and public schools to draw upon to fit their own needs.

### THE "BRIDGE" CONCEPT

There is too often a chasm between the scholarly resources of institutions of higher education and the day-to-day educational concerns of a public school teacher. Many, perhaps a majority, of the College of Education faculty have had public school teaching experience and, in a sense, have a foot in the two areas of higher education and the public school system. We feel that a closer contact between College of Education faculty and Asian Studies scholars, perhaps through joint appointments between the College and the proposed Asian Studies Institute will serve to make the "bridge" concept truly operational.

The Department of Education in Hawaii is ready to encourage Asian and Pacific Studies for, according to its *Master Plan for Public Education in Hawaii* (1969), this state's unique natural, geographical location and all that that implies is clearly recognized. This document states that "emphasis within our own educational programs must be increasingly placed on regional and international study as well as developing a global perspective in our students as they view both local and national problems." A start has been made by the University of Hawaii's Asian Studies Program in cooperation with the Pacific and Asian Affairs Council with a two-day workshop for high school teachers. In conjunction with that workshop, a survey was conducted in selected Oahu schools relative to the status of Asian Studies.

A few of the specific kinds of activities we visualize ourselves performing as part of our "bridge" function are as follows:

*Curriculum development*

1. Developing curriculum materials for Asian and Ethnic Studies in cooperation with scholars from various disciplines that could be used both in Hawaii as well as the rest of the nation.

2. Since international cooperation "ought," in our judgment, to be a two-way street, we would like to work with visiting Asian and Pacific scholars in developing American Studies materials for use throughout Asia and the Pacific Basin.

3. Providing Asian and Pacific educators with the opportunity of advanced training in curriculum development at the same time that they assist us in on-going projects and serve as resource people in the public schools.

4. Establishing a Center for East Asian and/or Southeast Asian Curriculum Materials, perhaps, modeled along lines similar to the New York State Center in New Delhi directed by Dr. Ward Morehouse. Such a center would be a national center housed either in Honolulu, or preferably in Singapore where it could become part of our Singapore Study Center or at our proposed study center in Japan.

*Teacher education*

1. Serve as a national center for preparing teachers for careers in overseas education, perhaps in conjunction with the Peace Corps, particularly in the area of Teaching English as a Second Language (there is currently an academic program in existence between the English as a Second Language Institute and the College of Education, but it is still relatively small). This could serve as an excellent source of teachers for our many overseas communities.

2. Conduct summer and/or longer institutes for teachers from the United States, Asia, and the Pacific on educational problems of mutual interest and concern.

3. Establish a program for the exchange of school children, teachers, and student teachers and college faculty which would enable them to gain firsthand experience in cross-cultural living.

4. Using the impressive resources of the University of Hawaii and the entire State, inject an "Asian and Pacific perspective" into current teacher education endeavors which would have a fall-out effect through the Hawaii students who teach in the mainland United States.

*Asian and comparative studies*

1. Through joint appointments and similar devices, make more effective use of the academic resources—human and material—on this campus for joint seminars, research projects and field experiments, the results of which would undoubtedly add strength to our own teaching and research efforts.

2. Undertake intensive study, application and field work relative to the relationships between Asian Pacific Studies, ethnic studies, and the role of education in socializing immigrants from these areas to the American "way of life."

3. Sponsorship of regular or periodic conferences, perhaps in conjunction with East-West Center, etc., dealing with educational problems, trends or innovations in the entire Pacific Basin.

4. Sponsor a substantial periodical, open to all interested in education (broadly conceived) in Asia and the Pacific which can serve as a source of up-to-date ideas on education in a cross-cultural context, and a clearinghouse for innovative ideas. This kind of publication would be aimed at an international audience. In addition, a series of "Occasional Papers" reflecting the best research on Asia and the Pacific and directed at teachers and students might be established.

*Research activities*

All of the possible activities previously discussed have an impressive number of useful research possibilities inherent in them, and it would serve no useful purpose to enumerate them in this document. In any event, research topics are an intensely personal kind of thing which spring from the particular chemistry of an individual scholar and cannot be predicted in advance. Suffice it to say that the potential inherent in the activities enumerated are impressive.

It seems apparent from the above that the College of Education of the University of Hawaii has both the experience and faculty resources to play an important role in the proposed Asian Studies Institute. Our natural location in the middle of the Pacific Ocean, our large Asian and Polynesian populations and the University of Hawaii's long-held commitment toward Asia and the Pacific are national assets that ought not be wasted. Perhaps most important, however, is the broad and deep commitment to fostering Asian and Pacific Studies in our public schools on the part of this faculty that ought to be harnessed.

In a world in which the "futurist" is no longer dismissed out-of-hand, we too have our dreams. One of the fondest is to be a model for the nation in this field. In the words of the report issued after the 1970 conference on Asian Studies in the Secondary School, sponsored by the Association for Asian Studies:

". . . we are all passengers on Spaceship Earth and we must come to know and honor our differences as well as our similarities, to develop insight and sensitivity toward one another, to join together in improving and preserving our environment, and, of central importance, to acquire the kind of process oriented, inquiry-learning skills that give the only basis for security in a world of unrelenting change, if we are to survive as Earth-deserving people. This is our challenge and our celebration as teachers."

Mr. Brademas. Our next witness is Dr. Robert L. Cheng of the University of Hawaii. Dr. Cheng.

Voice From Audience. I believe Dr. Cheng isn't here.

Mr. Brademas. All right. Our next witness is Dr. Furumoto. Is he here?

Dr. Furumoto. Yes.

Mr. Brademas. Go right ahead, Mr. Furumoto.

## STATEMENT OF DR. AUGUSTINE FURUMOTO, GEOLOGY AND GEOPHYSICS, UNIVERSITY OF HAWAII

Dr. Furumoto. Mr. Chairman and members of the committee, I'm here as a scientist active in research at the University of Hawaii, in the field of geophysics. What I'm going to do here is actually give a plea that science and technology be considered in this new Asian Studies Institute. Among the testimonies given at this hearing, very little has been said concerning science and technology. I am aware that the proposed Asian Studies Institute will be concerned with history, language, and culture. What I wish to say here actually concerns language and how a lowering of the language barrier can benefit science and technology tremendously.

Whenever science and technology are considered in relation to Asian countries, they are usually thought of in terms of exporting American know-how to the so-called underdeveloped nations. Now, it is most unusual to suggest that Americans can learn about science and technology from Asian countries as well, and that's what I propose to say.

Western countries do not have a monopoly in scientific discoveries and breakthroughs. Pushing the frontiers of science ever forward is a work of all mankind, and Asians have done their share. Now, professional scientists are aware of this fact to a certain extent, but because of difficulties in communication due to language barriers, American scientists are not fully knowledgeable about accomplishments of Asian scientists. The trouble is that American scientists, especially the young crop today, are very poorly trained in foreign languages. It is a very rare thing to come across an American scientist who can read, write, and speak an Asian language.

The obvious solution is then to translate scientific publications which are written in Asian languages into English. There are some private firms doing this, but the results are inadequate. There are regular translation services for Russian publications into English, but no such comparable service exists for Asian languages that I know of.

There were several occasions during scientific meetings when I heard my American colleagues proudly present research results which they thought were completely original, but actually had been obtained by Asian scientists years or even decades ago. It is not a pleasant thing to point out to these scientists that their work had been antedated by, of all people, Asians.

It is sad to reflect that a lot of time and effort, perhaps several years of persistent work, had gone into duplicating something which had already been published and filed away. The time and effort could have been put to doing really original work, if only the American had known the results published by the Asian scientists.

Often it has been argued that any significant work by Asian scientists would be translated by the Asian scientists themselves into English. That may have been true a decade ago, but it is not so at present. There are some Asian scientists who still painstakingly translate their own articles into English but their number is diminishing.

Information explosion has hit all countries, and scientists all over the world are publishing their research results at a rapid rate. For an Asian scientist, it is more satisfying to proceed from one research project to another than to take time out to translate his reports into English after completion of each project. Hence, the Asian scientist prefers to publish his results in the language he is most familiar with and leave it at that.

Therefore, I propose that one of the programs that the Asian Studies Institute undertake is the regular and systematic translation of scientific and engineering journals from Asian languages into English. Admittedly, this is a formidable task and I am unable to discuss the details of how this can be done. But there is already such a program for the Russian language; a similar thing can be done for Asian languages.

If translations of Asian journals are routinely available, I can foresee benefits to many sectors in America and in Asia.

First, American scientists will benefit from results by Asian scientists.

Second, American funding agencies, such as the National Science Foundation, will not have to fund projects which actually have already been done.

Third, the results of Asian scientists will filter down to the American public, and the people as a whole will have a healthier respect for Asians. Now, you must admit that a large percentage of Americans consider science and technology as the only solid fields or "hard" fields of knowledge, although this is an erroneous belief.

Fourth, benefits will accrue to those Asian scientists who still take time out to translate their own articles into English, by relieving them of an onerous job. Professional translators can do a better job than the scientists. The scientists can concentrate on science.

Mr. BRADEMAS. Thank you very much, Dr. Furumoto, for a very interesting contribution to our hearing. I would offer an observation and then put a question to you. Would you disagree that scientific cooperation, along the lines which you have suggested between the United States and Asians, probably generally follows an easing of political tensions. In this case I am thinking of our relationship with the Soviet Union; when we calmed down the cold war it became easier for American and Soviet scientists to face each other. So, now that we are beginning to edge into somewhat easier relations with the Chinese, do you think as a result that it might make scientific collaboration easier?

Dr. FURUMOTO. Oh, yes; that is very true. In fact, it's true that we already have a lot of cooperative programs with the Japanese sponsored by both sides and I feel sure this will be extended to the Chinese in the future.

Mr. BRADEMAS. My question is put in the form of a hypothesis, and since you're a scientist you can shoot it down if you choose. Would it not be wiser, with respect to encouraging greater exchange between Asian and American scientists, to have this kind of venture located in scientific institutions, institutions whose principal purpose is science rather than an institution whose purpose goes beyond the hard sciences?

Dr. FURUMOTO. What I'm referring to here is actually a language problem translation, and I'm sure the institute will delve into translating in modern terms in the political field or economic field and that is very difficult. So, if they are going to do that I figure they may as well do it in the Asian Studies program. This is not a problem of science as such, but a problem of languages. One other thing that I would like to say, is that American scientists like to invent jargon, not of scientific terms, but jargon, like atomic pile. What's a pile? It doesn't make sense. It's because some scientist decided that jargon was better than to call it a nuclear generated problem or some other term. Now, this is a matter of semantics and I'm not an expert on the subject but I do realize that American scientists suffer from the excessive use of jargon and they could correct that. As far as scientific cooperation, yes, we have a real project—there is always a project in funding money but those will be taken care of. I'm more concerned with the problem of languages.

Mr. BRADEMAS. I don't have any judgment myself on the best way to approach these problems, but I agree that you have put your finger on a very important problem.

Dr. FURUMOTO. Thank you.

Mrs. MINK. I would like to share the comments from our chairman about the importance of your contribution Dr. Furumoto. In terms of the direct impact of having greater acceptability to the scientific journals, papers, and research documents of the scientists in Asia, is there in your view also a positive impact that activities of this kind could have in terms of just an awareness of the general public of scientific contributions that are being made by Asian people and the impact of these contributions on our own society?

Dr. FURUMOTO. Yes; that is what I meant in my benefits and pointed to. In other words, these journals will be translated by professionals and I'm sure there will be journalists who specialize in these things read them and reconvert them into popular language for the American people that the American public can understand. The American public will then come to realize that science is the heritage of all, not necessarily just Western civilization.

Mrs. MINK. Do you recall in your own experience in secondary, undergraduate, and collegiate education, was it ever called to your attention that some significant scientific discovery was made by an Asian?

Dr. FURUMOTO. Yes; I think it was still when I was an undergraduate a Dr. Ukawa in neutrons—he got a Nobel Prize. Although that was done before the war, it was not recognized until after the war. That, of course, raised a lot of respect for the Japanese among the American scientists. Very few people know that Indian scientists in antifission are tops in the world. We scientists know it, but the American public doesn't.

Mr. HAWKINS. In your statement on page 3, you indicated that "American funding agencies, such as the National Science Foundation, will not have to fund projects which actually have already been done." Dr. Furumoto, don't you believe that this is perhaps just a little bit more than mere translation, that perhaps it has to do with the absence of Asian industry in the funding of such an organization as the national foundation?

Dr. Furumoto. No, I would say just a lack of American knowledge of Asian results by American scientists, because they've had several cases of people in the National Science Foundation who were of Asian descent. I can think of one, two; so, there were people there, but again, these people are more often in specialized fields like one I knew was a chemist and one a biologist, so they could not judge what the Japanese scientists were doing in physics. They used biologists and chemists but not physicists. So, I would say it is more the general American public than the American scientists. Scientific communication is more aware of the Asian results; so, in a sense, at least they would have on hand what the Asians did.

Mr. Hawkins. Then, you'd have individual agencies there to rely on to approve such a process to repair the deficiency?

Dr. Furumoto. Of Asian descent?

Mr. Hawkins. Yes, Asian descent or a person knowledgeable?

Dr. Furumoto. That I can't speak of myself because I'm not aware of any times on this, but they do send out the proposed reviews by the American scientific media and how they choose the reviews I don't know, that is a mystery to me.

Mr. Brademas. I think Mr. Hawkins has put his finger on an important point. It would be interesting to know whether or not there is a program at the National Science Foundation, or elsewhere, for maintaining relationships with Asian scientists. Certainly, they maintain all kinds of links with the Soviets.

Dr. Furumoto. Yes, there is. There is one bureau called the Bureau of Science International Corp. Whether they can adequately cover all this I don't know.

Mr. Hawkins. Well, I think that they should or attempt to anyway. It certainly would be a waste of the taxpayers money if there isn't even a practical reason they should have knowledge of what is being done by other groups. Thank you very much.

Dr. Furumoto. Thank you.

Mr. Brademas. Thank you very much Dr. Furumoto, you were very helpful. Our next witness is Dr. Seymour Lutzky, Chairman of American Studies, University of Hawaii.

Dr. Lutzky.

## STATEMENT OF DR. SEYMOUR LUTZKY, CHAIRMAN, AMERICAN STUDIES, UNIVERSITY OF HAWAII

Dr. Lutzky. Mr. Chairman and members of the committee: I listened this morning to the discussion of the study of Asia and Asian culture as pointed to Americans and it was out of my field, but the study of American society is not undertaken solely by Americans. My work is with both Asian students, that is students who come to the United States from Asia, and with Americans whose ethnic forebears came from Asia. Our joint purpose is the development and understanding of the past in present American society through close cultural comparison. To those of us of European origin the knowledge that Europeans had, the philosophic values, the literary traditions, the cultural mores, they flow naturally into the understanding of contemporary America. I'm told about textbooks, and courses, dropped in on school systems to enhance this seemingly smooth movement of European ideas into American society. We agree willingly and it would appear therefore, that knowledge of one's own past and knowledge of the factors that have influenced our Nation's pattern is highly desirable as a preparation for life in the America of today. It's for those of us whose historic past lies in Asia, rather than in America, and for those of us who are partially aware of neglected, yet significant influences upon the United States from Asian sources that this transitional approach is much more difficult. Relatively few Americans, even those with an Asian heritage, are prepared to make valid comparisons between Asian and American cultural values.

We are superficially aware of the points of contact from the days when the sea captains in New England brought back the products of China to the present exciting exploits of Tashiro Mifune as seen in the American movies. The American people have been exposed and affected by Asian things and values significantly. When Martin Luther King studied the writings of Gandhi and developed the Americanized technique of passive resistance, the course of contemporary America was changed. I should, as an American, obviously, point out that previously, Gandhi had been influenced by reading Emerson and Thoreau, who, in turn, however, had been influenced by earlier Asian philosophic writers. I suggest these relationships to demonstrate the study of Asian history and Asian literary traditions have already had influence upon America and as our contacts with Asia increase I suggest further the influences must increase as well. While I'm not denying our scholarly concern for the study of Asia as significant in itself, I wish to stress that to more fully understand America we must enlarge the efforts that are presently engaged in the study of Asian culture. The distance gap between Asia and ourselves in this room is but 7 hours wide, the gap of understanding is immeasurably wider. It must be closed quickly. I believe that the purposes of the measure under discussion today will enable those of us who study America to more fully understand our own culture as well as the culture of Asia and I, therefore, strongly support the development of an Institute for Asian Studies.

Mr. BRADEMAS. Thank you very much, Dr. Lutzky. As you were speaking I was just thinking that the Beatles may have done more to carry certain Asian cultural values into the consciousness of young Americans than the American public school system, not to speak of American colleges and universities. Would that be too outrageous an assertion to make?

Dr. LUTZKY. By no means. I would agree. The mass media has helped to carry many more Asian concepts than our educational system.

Mr. BRADEMAS. I would personally find a book along these lines very interesting. Maybe you have or should write such a book, elaborating on your testimony on the Asian influences on the thoughts of certain American writers. Does anybody care to comment?

Dr. LUTZKY. I'll gladly send you a long list of many, many thoroughly neglected.

Mr. **Brademas**. I didn't say I wanted a long list. I used to be a professor too and I won't let you get off the hook with that.

Dr. **Lutzky**. I'll send you a selective list.

Mr. **Brademas**. No, I don't want a selective list. It's that kind of a response that to me is very revealing.

Who has written an essay or a book that examines this relationship in depth? I don't have time to read a long list, but I want to know something about the subject. Why have no American scholars written essays or books in which they explore the relationships between Asian and American thought? It really won't do to say that, well, Thoreau was influenced by Confucius. Has there been any scholarly work in this area? I have been handed a book that contains conversations on this subject by some friends of mine, all of them westerners. Maybe I can find some hope in that, but glancing at it quickly, I do not find what I have in mind. Do you understand my question?

Dr. **Lutzky**. I understand your question and frankly, I don't think anybody has ever gone into it in depth. There have been essays and a number of comments on it.

Mr. **Brademas**. A shocking deficiency.

Dr. **Lutzky**. I would agree, yes.

Mr. **Brademas**. Really, this is a superb subject for a Ph. D. dissertation by somebody at the University of Hawaii. Is that not true?

Dr. **Lutzky**. Possibly in the Department of American Studies.

Mr. **Brademas**. I come to this State and find myself giving you suggestions on things that you ought to be doing in your own interest.

Dr. **Lutzky**. We are doing it.

Mr. **Brademas**. But not to the point of publishing yet. I think you need some needling from the outside at this stage. Mrs. Mink?

Mrs. **Mink**. Nothing.

Mr. **Brademas**. Mr. Hawkins?

Mr. **Hawkins**. No.

Mr. **Brademas**. Thank you very much, Dr. Lutzky, and if you find that book I'd be grateful if you'd send it along to me. Doctors Yasumasa Kuroda and Alice Kuroda.

## STATEMENT OF DR. YASUMASA KURODA, POLITICAL SCIENCE, UNIVERSITY OF HAWAII

Dr. **Kuroda**. This statement I'm about to make in support of the establishment in Hawaii of an Asian Studies Institute as specified in House bill 6168, represents the view of the Steering Committee of the Japan Study Group at the University of Hawaii. Our primary concern is with Japan and United States-Japanese relationship. We are assuming that, as a matter of principle, honesty, and intellectual freedom will prevail within the proposed institute and that there will be no barriers to communication between persons of divergent theoretical, ideological, political, or religious orientations; also, that scholarly investigations of differences will be encouraged for purposes of mutual edification.

The Japan study group is an informal association of all professors on this campus who are engaged in research on Japan. The group was organized this year in an attempt to give local and national visibility to Japanology at the University of Hawaii, which is reputed to have, on its faculty, a greater number of research-scholars with an area focus on Japan than any other university in the Western World. We welcome Representative Patsy Mink's proposal with enthusiasm because a concentrated study of Asia by Americans, and of the United States by Asians, may help us all by contributing toward the elimination of international tragedies spawned by ignorance and misunderstanding.

In 1972, following a 25-year period of a relationship based on friendship, the United States and Japan are finding themselves poles apart on many political and economic issues. This state of affairs has begun to adversely affect the relationship between the Japanese and other ethnic groups within the United States. America is learning that bigotry, presumably forgotten and buried, can be resurrected in a new climate of misunderstanding. A recent article in the Wall Street Journal, August 9, 1972, describes a hatred not only of Japan and Japanese, but even of Japanese Americans, being rekindled in the United States. The published bigoted views of a columnist for the Gardena Valley News, California, would strike fear into the hearts not only of American citizens of Japanese ancestry but also of any American whose forbears came from a nation that was at one time at odds with the United States.

We must not underestimate the importance of thorough, continuing studies of Japan and the mutual image that Japanese and Americans have of each other. A well programed study of Japan, however, cannot be carried out without institutional support such as that which the proposed Asian Studies Institute may provide. Some significant studies of Japan are undoubtedly being made within the confines of the Rand Corp., but the enlightenment of the American public will require freely conducted studies of all aspects of Japan and the broad dissemination of the findings.

The Japanese Government was sufficiently concerned about the image of Japan abroad to pass a bill which, in May of 1972, established the Japan Foundation with a 1st-year operating capital of $32 million; the purpose of this foundation is to encourage Japanese studies through educational and cultural exchanges and the subsidizing of research and education on Japan in foreign countries, including the United States. The establishment of the proposed Asian Studies Institute would surely be greeted as a sincere gesture of reciprocation.

The Japan study group, through its steering committee of 11 members representing 11 different academic disciplines, has begun working toward the establishment of a center for Japanese studies. Many of the prospective center's aims coincide with those of the proposed Asian Studies Institute.

The Japan study group will, in the meanwhile, be fostering a closer working relationship with organizations within the local community in order to strengthen Hawaii's potentials as a national center for promoting understanding between the United States and Japan. Local organizations, it might be added, have been working toward this goal for many years and are now endeavoring to establish a Japan cultural center in Honolulu. A center for Japanese studies at the University of Hawaii, when it is established as an authoritative and nationally respected organization, would be able to serve the Asian Studies Institute in an advisory capacity; it could serve also as a joint planner on projects relating to Japan, particularly those involving the exchange of scholars. The relationship between the two units would, in any event, be a symbolic one. The location on this campus of the East-West Center, with its problem-solving institutes, becomes an advantage for research programing that Japanologists may undertake within the proposed Asian Studies Institute. Problem solving will suggest subjects requiring illuminating through the kind of academic research Japanologists may carry out in the Asian Studies Institute, and the products of such research and will, in turn, be of incalculable value to problem-solving endeavors.

The resources for Japanese studies at the University of Hawaii may, with modest outside assistance, be transformed into such as would be unparalleled in quality and magnitude.

In addition to some 50 professors with research interests in Japan who present 113 Japan-related courses in 27 academic departments, the university has on its faculty dozens of instructors and lecturers who teach most of the 1,200 undergraduate students enrolled in Japanese language courses.

The Japanese language library collection, already the sixth largest in the United States with its current holdings of 96,874 bound volumes, would be an excellent collection upon which to build in order to create a library that would facilitate research on Japan by the world community of scholars. An effective research library should be acquiring approximately 4,000 from among the 26,000 new titles published an-annually in Japan. In these stringent times, the University of Hawaii library is probably among the very few that have managed not to fall too far behind in the effort to maintain an effective Japanese language research collection; nevertheless, the allocation for the current fiscal year will buy less than 1,700 of the necessary 4,000 books. If an affiliation with a Federal institute will make possible the continuous acquisition of one-sixth of the most significant of all new Japanese publications, the Japanese language collection of this university may serve a national need for a comprehensive library necessary for any thorough study of Japan.

The State of Hawaii would be the ideal site for an Asian Studies Institute. The convenient geographical location and the congenial, beautiful environment might be the deciding factor in attracting particularly gifted individuals whose presence might be indispensable to the success of research and educational projects. The State, and particularly the University of Hawaii, have for years been committed to excellence in studies relating to Asia and the Pacific. The proposed Asian Studies Institute will find the State of Hawaii to be an exceptionally hospitable host and effective contributor, particularly in the area of Japanese studies.

Mr. **Brademas.** Thank you very much Dr. Kuroda. I just have one question—and by the way, I may say that I am impressed by what you tell us about the status of the collection in the library of the University of Hawaii on Japanese language material. I note that you call for a center for Japanese study that would be able to serve the

Asian Studies Institute in an advisory capacity. Do you, or could you, extrapolate from that? Does that mean you think the proposed Asian Studies Institute would, in turn, be composed of other institutes, such as a center for Chinese studies, or a center for Indian studies?

Dr. KURODA. Yes; I was thinking of a center for Japanese study as being part or a component of a larger unit in the Asian Studies Institute. Of course, the center for Japanese studies at this time is in the process of development and, hopefully, we can establish one within a year or so, and when it is established it is my expectation that we can be of assistance to the proposed institute which Mrs. Mink has proposed. We are composed of roughly 50 professors specializing in a variety of disciplines throughout the university at this time. We have more Japan specialists than any other universities outside of Japan. I think Harvard, Columbia, and a few other universities have 15 or 16 Japan specialists.

Mr. BRADEMAS. Thank you very much. Mrs. Mink?

Mrs. MINK. I'm very much impressed by the figures and your detailed discussion of your Japan studies here at the university. Could you perhaps extend from that and give us a discussion of the other areas in terms of number of professors, number of courses, number of volumes in the university? Which would be the area in which we have the largest collection and the largest emphasis, second to Japan?

Dr. KURODA. I'm afraid I won't be able to answer that question. I think perhaps Dr. Kwok might.

Mrs. MINK. Dr. Kwok?

Dr. KWOK. Mr. Chairman, I had a set of figures that showed comparisons and I gave them to Mrs. Mink.

Mrs. MINK. Yes. Mr. Chairman. I ask the Chair to accept the survey that Dr. Kwok gave me and that it be inserted in the record immediately following his testimony.

Mr. BRADEMAS. Without objection, of course.

Mrs. MINK. If you would respond to that question of what is the second area of concentration here at the university I think it would be of enormous interest to the members of the subcommittee.

Dr. KWOK. The next area is China, the area specialists are 23, language 20, for all of South Asia area 29 and language, however, only three, and then you have Korea, area specialists 11, language 4; all of this I have it in slide form if I may project it here. We have a very significant Southeast Asian study program and here on the diagrams it's divided in the various Southeast Asia groups, making a total of some 600 faculty members.

Mrs. MINK. Is there included in your report Dr. Kwok other specific studies or is it only to the Asian studies?

Dr. KWOK. Only the Asian studies so far, but we have a specific study program by a different group of scientists.

Mrs. MINK. Is there a similar report that we might have the benefit of covering the Pacific area?

Dr. KWOK. I really don't know whether we have it at this moment.

Mrs. MINK. As a preamble to my bill, you will note it's not only Asia, per se, but it is Pacific Asian so I did not want it to carry the inference that it is only Asian oriented, it is the whole Pacific area, and I don't want that aspect of it misunderstood.

Dr. Kwok. Yes; I appreciate that very much. Mr. Chairman, I ask that that supplement be put in the record.

Mr. Brademas. Without objection it's received.

(Supplement referred to follows:)

## Asian Language Programs

### INTRODUCTION

Recent reductions in Asian language programs owing to retrenchments in public and private support have caused a great many American universities to re-evaluate their commitment to Asian language study. A definite trend is under way toward curtailment or total abandonment of such programs as their support is withdrawn. This is true of prestigious universities such as Yale and Cornell, which have lately announced further cut-backs in their Asian language programs. It is also true of secondary schools such as Parsippany in New Jersey where a once flourishing Asian language program appears to be on its way out following termination of Office of Education support. These developments constitute a fresh reminder of certain fundamental difficulties in the teaching of Asian languages in the United States.

Most institutions with once strong Asian language programs in the United States have characteristically been situated in areas far removed from the locus of these languages. A corollary of their geographical location is that such programs have been dependent upon public or private constituencies lacking any commitment to maintain them indefinitely. Taxpayers in New Haven, for example, have been willing to finance the teaching of Italian in their public schools but have shown no interest in the teaching of Japanese. Yale and Cornell alumni have likewise shown little or no enthusiasm for the teaching of Japanese, Thai, or other Asian languages.

Indeed, the existence of strong Asian language programs in these distant areas is in many cases attributable to the fortuitous presence of one or more individuals who have aggressively promoted their establishment and who have succeeded by vigorous prosecution of this aim in obtaining needed support from public or private sources. When these individuals leave, or when support is withdrawn, such programs all too commonly decline or collapse. It is a rare institution which has either the incentive or the resources to take over support of an Asian language program when outside largess is withdrawn.

Of all academic institutions in the United States, the University of Hawaii is situated closest to the geographical locus of Asian and Pacific languages. Because of this privileged position, the University is supported by a constituency which is well over 50% of Asian and Pacific origin, a constituency which has a permanent and actively demonstrated commitment which has a permanent and actively demonstrated commitment to the teaching of Asian and Pacific languages on the pre-college as well as on the college level. In this state's elementary and secondary schools the study of Asian languages has been marked by special interest in Japanese, attested by the enrollment of more than 5,000 students in this language in public and private schools. On the college level Hawaii accounts for one third of the total national enrollment in Japanese, about one tenth of that in Chinese, and disproportionately high percentages in other Asian languages. This year, for example, our elementary Sanskrit class has attracted the unprecedented number of 27 students, thanks largely to the Department of Philosophy's development of a strong graduate program in Asian philosophies.

Moreover, the Asian and Pacific orientation of Hawaii, seen in our way of life and accentuated by the presence of the East-West Center, has generated heavy increases in the number and quality of students attracted to the University. Many departments at the University have contributed to these increases by taking on an Asian or Pacific emphasis. The same increases account in part for the growing number of Asian and Pacific languages taught at the University and are reflected in expanding enrollments in many such languages.

The Department of Asian & Pacific Languages is presently teaching 16 languages with a total enrollment of close to 2,000. However, it has the capability of offering 42 languages within its purview, a number large enough to serve the needs of all but a few students. This capability is underscored by the presence of a large faculty with demonstrated interest in improving instructional techniques and materials, as is evidenced by the fact that widely used basic texts and readers have been prepared by Department members in Chinese, Hawaiian, Indonesian, Japanese, Korean, Lao, Thai and Vietnamese.

While the number of languages which are or can be taught by the Department is in itself remarkable, even more remarkable is the fact that our course offerings are underwritten preponderantly by a constituency made up of state taxpayers. The generosity of their support is indicative of a deep pride in a university which is expanding quantitatively and qualitatively, and is a concrete reflection of their enthusiasm for the teaching of Asian and Pacific languages. It is the stability of their interest which provides the solid basis on which it has been possible to build the largest Asian and Pacific language program in the country with relatively little dependence on resources from outside the state. Serving as a cushion against the vagaries of federal subsidies, the state's firm commitment to this program guarantees that our effort will continue to be sustained largely by local revenues.

It should be clear that an institution which is immune to the caprice of federal and other outside support for its Asian and Pacific language program assumes added importance at a time when its sister institutions have been compelled to curtail their activity in this field. Unfortunately, Hawaii is a small state with only three quarters of a million people. However strong the state's commitment, providing all the resources needed for an Asian and Pacific language program commensurate with local and national requirements is well beyond its capacity. The bulk of state support has so far gone into under-graduate language instruction in consonance with the legislature's express desire that the University's main emphasis be placed upon under-graduate education. This is not to say that there has been no support for graduate programs. More accurately, because of our emphasis upon under-graduate education and our inability to finance development in all sectors simultaneously, graduate programs have had to be introduced by slow degrees in carefully selected areas. At the same time, academic development plans have repeatedly insisted that, since the University cannot excel in all areas priority be given to studies relating to Asia and the Pacific. The second phase of our Asian and Pacific language program hence calls for building a graduate program of high quality onto the already extensive program of undergraduate instruction. Financial realities have, however, delayed implementation of this second phase.

We take it as axiomatic that a strong language program is an indispensable adjunct to strong programs oriented on Asia or the Pacific in any of the disciplines. Quite apart from aspirations for our own development per se, the Department of Asian & Pacific Languages is keenly aware of its service function with respect to many other departments of the University. It is also keenly aware of its own ability to compensate for recent set-backs in the teaching of Asian and Pacific languages capable of responding to local and national needs alike will entail (a) strengthening under-graduate studies in our major language offerings, (b) expanding our under-graduate programs to include all "minor" languages for which the demand, albeit limited, is regular, (c) promoting other "minor" languages which would contribute to disciplinary studies relating to Asia and the Pacific, and (d) extending well-conceived graduate programs to a number of specific areas, a good start in this direction having already been made with the establishment of a doctoral program in Japanese.

The Department of Asian & Pacific Languages welcomes the opportunity to meet the challenge to its capabilities posed by recent withdrawals of federal and other support from mainland institutions. It welcomes the opportunity to make the University of Hawaii a national focus of Asian and Pacific language education, a permanent center with under-graduate and graduate programs strong enough to attract serious students from all parts of the nation. It welcomes the opportunity to show how its felicitous location and present capabilities could be turned to the greater advantage of the state and the nation.

## II. LANGUAGES AVAILABLE IN THE DEPARTMENT OF ASIAN & PACIFIC LANGUAGES

Members of the Department of Asian & Pacific Languages are presently offering courses in 16 different languages. They have a command, not yet exploited, of at least 26 other Asian and Pacific languages. With its existing staff the Department is hence able to offer 42 languages.

To this number may be added another 11 Asian and Pacific languages which could be offered by members of other departments, mainly Linguistics, should there be occasion to arrange for interdepartmental cooperation. This raises to 53 the number of languages currently available at the University. This figure does not include language for which there is a known capability at the University but for which no teaching commitments have been solicited as yet. These include Bicol, Chabacano (Philippine creole), Fijian, Maranao, Old Javanese (Kawi), Pampangan, Tongan, and several other Philippine languages.

The Department of Asian & Pacific Languages is desirous in principle of offering instruction in any Asian or Pacific language for which minimum resources (specifically, informants and/or textual materials) are available. It should be noted in this connection that the Department claims no competence at present in two Southeast Asian languages for which there is likely to be a modest demand. These are Burmese, essential for balanced coverage of the major languages of Southeast Asia, and Shan, which we consider important in a well-rounded program of Thai studies. There are also a number of important languages not covered in our South Asian language program, which has recently been expanded by the University in the areas of Bengali and Tamil.

The instruction in question here consists of developing a knowledge of a given language by one or another of the instructional systems described in section III. Instruction of this type is to be distinguished from other courses offered by the Department which are designed not to teach a given language but to deepen or broaden the student's knowledge about that language. Courses of this latter type include currently listed offerings in structure, contrastive analysis, and literature in translation, and are not in question here.

The following list includes Asian and Pacific languages which are now offered by the Department (marked by double asterisks), those which could be offered with the Department's present staff (marked by a single asterisk), and those which could be offered by the present staff of other departments (unmarked):

A. *East Asia:* **Cantonese, *Fukienese, *Hakka, **Japanese, **Korean, **Mandarin, *Miao (Meo), *Ryukyuan (Okinawan).

B. *Mainland Southeast Asia:* *Cham, **modern Khmer (Cambodian), **Lao, *modern Mon, *Muong, *Old Khmer, *Old Mon, **Thai, **Vietnamese.

C. *Island Southeast Asia:* *Balinese, *Batak, *Cebuano (Bisayan), *Ilokano, **Indonesian/Malay, *Javanese, *Madurese, *Minangkabau, *Sundanese, **Tagalog, Tsou (Ts'ao).

D. *South Asia:* **Bengali, **Hindi, *Marathi, **Pali, *Prakrit, **Sanskrit, Sor, **Tamil.

E. *Pacific:* Chamorro, **Hawaiian, Marshallese, Nukuoro, Palauan, Ponapean, Saipanese-Carolinian, *Tahitian, Trukese, Ulithian, Yapese.

F. *Inner Asia:* *Mongol (Khalkha), Tibetan.

G. *Near and Middle East:* *modern and classical Arabic, *modern Armenian, *Old Persian (Avestan).

It should be noted also that our Department of European Languages and Literature offers four "colonial" languages which are essential for research on certain Asian areas, namely Dutch, French, Portuguese, and Spanish. This circumstance greatly strengthens certain of our programs in being or under study.

## III. LANGUAGE INSTRUCTIONAL SYSTEMS

As used here the term language instructional system designates any of various combinations of critical factors which characterize specific language-teaching situations. The critical factors in question are (1) student enrollment or demand, (2) available teaching staff, (3) available teaching materials, (4) pedagogical approach or methodology, and (5) course objectives in terms of the commonly recognized language skills.

While all five of these factors would be maximized under optimum conditions, the realities of teaching a broad spectrum of languages demand compromises of several kinds. It is essentially the conflict between demand and capability that makes a variety of instructional systems both unavoidable and desirable if the Department of Asian & Pacific Languages is to realize its full potential and serve scholarly needs to the best of its ability.

The following paragraphs describe the instructional systems which we consider obligatory in view of the range of languages given in section II. We offer first a definition of the instructional system in ideal terms and then whatever qualifying remarks seem relevant.

*Instructional system I: High-enrollment programs*

This system is appropriate for well-established conventional language programs characterized by sophisticated audio-lingual techniques of instruction, consistently high enrollment, adequate staff, instructional materials of high quality, and maximum course objectives.

These conditions typify the teaching of the more popular European languages (such as French and Spanish) on the university level. At the University of Hawaii they apply also to the teaching of Chinese, Hawaiian, and Japanese.

Note, however, that the more popular European languages are commonly taught either by independent instructors with a background of traditional scholarship (often with a heavy emphasis upon literature) or by graduate students functioning with a minimum of supervision. By contrast, Chinese, Hawaiian and Japanese at the University of Hawaii are normally taught by a team consisting of a trained scholar who directs the program or course and native speakers functioning as drillmasters or (in the case of a few, if exceptionally able) as independent or semi-independent instructors. The critical difference between the teaching of these three languages and the teaching of the popular European languages is that, with us, the drillmaster never serves as a fully academic member of the team. His responsibility is to relieve the scholar of routine work and to ensure that students derive full benefit from their drillwork. Thus he does not have the status of the scholar in the usual sense of a research-oriented professor.

*Instructional system II: Limited-enrollment programs*

This system is appropriate for established conventional language programs characterized by sound audio-lingual techniques of instruction, consistently limited (medium to low) enrollment, adequate staff and instructional materials, and maximum course objectives.

These conditions typify the teaching of some of the less popular European languages (such as Italian and Russian) in many universities. At the University of Hawaii they are applicable also to the teaching of Bengali, Hindi, Indonesian, Khmer, Korean, Lao, Tagalog, Tamil, Thai, and Vietnamese. They are also applicable, mutatis mutandis, to two classical languages: Pali and Sanskrit.

Until now full implementation of this instructional system has been attended by one difficulty which seriously impairs the effectiveness of the programs to which it applies. In all cases these programs are taught by scholars (who may or may not be native speakers) with the same qualifications as those mentioned under Instructional System I. All too often, however, limited enrollment compels the scholar to do without a drillmaster. The absence of a drillmaster in any of these programs is highly deleterious because Asian languages are so markedly different from European languages with respect to phonology, morphology, and syntax.

In some cases it obliges the scholar in charge of these programs to function as his own drillmaster, which we deem a flagrant misuse of his time and abilities (we feel he should be relieved of routine drillwork in order to devote more time to supervision, planning, and activities of a more scholarly nature). In other cases it obliges him to dispense with drillwork in whole or in part, which operates against the effectiveness of his program by imposing a substandard methodology and less than maximum course objectives. Moreover, when a scholar in charge of one of these programs is not a native speaker the absence of a drillmaster deprives students of exposure to native speakers, to which they are entitled.

One of our most pressing needs, therefore, is for a flexible policy backed by budgetry resources which will permit the recruitment of drillmasters for all programs coming under Instructional System II. Among assistants to trained scholars responsible for programs under all of the systems proposed here we distinguish (a) informants, i.e. native speakers from whom the phonology, morphology and syntax of a language can be elicited through proper linguistic field-methods, (b) drillmasters, i.e. native speakers trained to lead students through their drillwork, and (c) research assistants, i.e. native speakers of good education or broad experience who are skilled or amenable to training in the preparation, under the scholar's supervision, of new instructional materials including drills, dialogues, reading selection, and study aids such as glossaries and dictionaries.

Under Instructional System II drillmasters are required for the normal operation of each program, while research assistants are required for any substantive improvements in each program. In most cases what we need, therefore, is research assistants who can function also as drillmasters. For some languages qualified drillmasters and research assistants are readily available; for others, even native speakers willing to undergo training are difficult to find. Part-time drillmasters can often be found among foreign students at the University, including the East-West Center. Occasionally drillmasters not associated with the University can be found in Honolulu for part-time or full-time employment. For certain languages however no native speakers are found locally, and research assistants would have to be recruited outside Hawaii. A related consideration is the permanence of any such assistance. Experience has shown over and over again that temporary assistance is insufficient, since a more or less long period of adjustment and retraining is usually needed before a scholar and drillmaster can work together as a team comparable with those mentioned under instructional System I.

### *Instructional system III: Classroom fieldwork*

This system is appropriate for unconventional language programs using a methodology consisting of rigorously supervised linguistic field methods of eliciting data from an informant. It is characterized by minimal enrollment, by the lack of even minimally adequate instructional materials, and by the presence of a native speaker and a trained linguist who may or may not know the language under study. Course objectives may include (a) learning as much of the language as may be feasible in the time allowed or (b) the compilation of descriptive or instructional materials, or both.

These conditions typify the acquisition in the field, by sophisticated linguistic methods, of languages for which there is little or no documentation. Similar conditions are set up in the classroom in training students of linguistics to acquire inductively any language for which informants are available. We see great benefits to accrue from applying this system to certain Asian and Pacific languages who would otherwise remain indefinitely inaccessible to our students. It is applicable to such languages as Balinese, Batak, Hakka, Miao, various Micronesian languages, Madurese, Minangkbau, Sundanese, and Tahitian.

### *Instructional system IV: Directed self-study*

This system is appropriate for unconventional language programs which consist preponderantly of document exploitation. Characterized by minimal enrollment, it presupposes (a) the existence of adequate, or at least usable, descriptive materials and/or textual matter and (b) a scholar instructor with a knowledge of the language offered sufficient to supervise what is essentially self-study on the student's part. A modification of the approach developed by Professor Peter Boyd Bowman of the State University of New York at Buffalo, this system shares with Instructional System III objectives which may include (a) learning as much of the language as may be feasible in the time allowed or (b) the compilation of improved descriptive or instructional materials, or both.

We are aware that this instructional system is at once less efficient and perhaps more demanding upon student and instructor alike. We nevertheless feel that it is eminently suited to well-motivated students with extraordinary language aptitude who could profit by working with available materials, who would be content to minimize acquisition of oral skills, or who would prefer to confine their efforts to developing a reading knowledge of a given language. This system is applicable to such languages as Arabic, Armenian, Cham, Javanese, Mon, and Old Persian.

### *Instructional system V: Directed reading programs*

This system is appropriate for the advanced levels of instruction in languages with written literatures. It is characterized by an unconventional methodology (often no more than occasional guidance by a scholar) adapted to the special requirements of a limited number of students. Other than the availability of suitable reading materials, it requires only an interested staff member.

On the advanced levels of many language programs including Chinese and Japanese the number of students desiring experience in any single field of specialized reading is rarely large enough to warrant organization of conventional courses. On the contrary, as students advance into the higher levels of language study their requirements tend to diversify. This phenomenon is commonly seen in Chinese when students who have completed their basic instruction (through Chinese 402) are eager to begin reading in their own areas of concentration such as the geography or history of China. Inasmuch as virtually all of the work must be done by the student himself, we have found it possible to service a respectable number of students by encouraging each to work in his own field without taking more than an hour or two a week of an instructor's time.

We feel that development of this instructional system is not only within our capabilities but necessary to any increase in the depth of our existing programs. With careful planning it should be possible to answer the needs of increasing numbers of advanced students by this means. Experience thus far shows that instruction of this type is most productive if use is made of materials specially conceived to accelerate the student's pace in his own discipline, such as the specialized series initiated under the editorship of John DeFrancis with the publication of *Readings in Chinese Geography* by Jack Williams and Yung Teng Chai-yee. We foresee that publication of similar texts will be emphasized in the future.

This system is applicable to such languages as Arabic, Balinese, Bengali, Chinese, Hindi, Indonesian/Malay, Japanese, Javanese, Khmer, Korean, Lao, Pali, Sanskrit, Tagalog, Tamil, Thai, and Vietnamese.

### *Instructional system VI: Specialized courses*

Between some of the conventional fields of language study lie important areas of contact and overlap to which none of the foregoing systems applies. Experiments with courses such as Chinese for Speakers of Japanese and Japanese for Speakers of Chinese point up a need for courses specially designed to help students of an Asian or Pacific language acquire adjunct language without investment of all the time required by conventional programs. Other problem areas are exemplified by Sino-Korean, Sino-Japanese, Sino-Vietnamese, kambun (literature written in Chinese by Japanese), and by Chinese, Pali and Sanskrit as written by Southeast Asians.

These offer new possibilities of academic endeavor that could be opened up by development of new teaching strategies (sometimes involving the cooperation of two or more instructors) and new instructional materials. We are presently studying the desirability of requesting the Department of European Languages and Literature to develop special reading courses in Dutch, French, Portuguese and Spanish for our Southeast Asian language specialists. At the moment, however, we favor concentrating our effort on developing (a) Chinese courses oriented to the needs of Japanese and Vietnamese specialists, (b) Japanese courses for students specializing in Chinese, (c) Pali and Sanskrit courses for students of Burmese, Indonesian, Khmer, Lao, and Thai, and (d) other complementary courses within the Department.

There should be no doubt that while Instructional Systems I and II are applicable to conventional programs of language study, Instructional Systems III, IV, V and VI apply to programs which are not only unconventional in approach but manifestly inefficient. Rather than seeking to gloss over the inadequacies of these latter programs, however, we are advancing the proposition that languages can, if need be, be taught by less than conventional and less than optimum means. Two points need to be brought out in this connection.

Firstly, it is our expectation that courses offered under any of the unconventional systems will attract only a small number of highly motivated students. Such courses are envisaged expressly with a view to serving the interests of this student elite, some of whom are not content with conventional offerings, others of whom will be graduate students with special needs.

Secondly, we are not unaware of the risks involved in overemphasizing these unconventional systems and in any proliferation of hastily-mounted courses responding to short-lived demands. In our own interests as well as those of our student clientele and the University as a whole, our primary concern is to avoid any possible lowering of academic standards. We contend that a paradox of sorts is involved in our pressing for the simultaneous implementation of all six instructional systems. Certainly on one level recognition of the unconventional systems would appear to jeopardize the quality of instruction offered by the Department; yet on another level recognition of these systems would be an imaginative, practical way of opening new possibilities of development.

In the first place, we see in the adoption of the unconventional systems an eminently realistic means of upgrading the Department's latent potentialities.

We have no intention of representing an unconventional language program as in any sense equivalent to a conventional language program.

We nevertheless see in the offering of unconventional programs an inexpensive, pragmatic method of expanding our conventional offerings over a period of years in order to meet the concrete needs of serious students, needs which should not be ignored simply because no one is prepared to meet them in the most desirable manner. Indeed, it is predictable that our first efforts to teach Hakka or Muong, for example, will scarcely be praiseworthy. The second time we offer these languages, however, we shall do better than we did the first time; the third time we offer them we shall do still better. With each repetition we shall be (a) enlarging capabilities within the Department that have hitherto been squandered, (b) better serving the needs of our most ambitious and adventurous students, and (c) approaching one step closer to the ideal of the University of Hawaii as a national center of instruction in Asian and Pacific languages. It is to be understood as an essential part of our proposal, moreover, that while our four unconventional systems are not ordered in any hierarchical way certain courses introduced under Instructional Systems III, IV and VI will in time be formalized and offered under Instructional System I or II.

In the second place, we see in the adoption of the four unconventional systems a means whereby the Department can exercise greater leadership both locally and nationally. We have reached a point in our development where it is no longer enough for us to serve community and national needs and to service our sister departments. We also have an obligation, which must now be fulfilled, to push back present academic horizons to the best of our ability. From our particular vantage point we can see possibilities of scholarly endeavor which are either not visible to or are not acted upon by those outside the Department. In this light our unconventional instructional systems can be seen as anything but visionary. Through them we can accomplish more than merely respond to present demands. Through them we can levy new demands upon ourselves and thereby open doors into new fields of scholarly activity with a minimal drain on budgetry resources.

Thus while unconventional systems may appear to receive disproportionate emphasis in this proposal, this emphasis is intended to demonstrate a wealth of untapped capabilities in the Department which could, under an integrated developmental program, be made available to students in some systematic way. The supplementary financial resources we are soliciting will be devoted primarily to improving and expanding our conventional programs. The unconventional programs we have in view constitute our reserve, our promise of continued growth, and therefore our surety that these resources would be wisely invested.

## STATEMENT OF DR. ALICE KURODA, WEST ASIAN SPECIALIST, UNIVERSITY OF HAWAII

Mr. BRADEMAS. Dr. Alice Kuroda.

Dr. KURODA. Mr. Chairman and members of the committee: We wish to speak in support of a House bill 6168 introduced by Representative Mink to amend the International Education Act of 1966 to establish an Asian studies institute in Hawaii. We as specialists on West Asia wish to point out several reasons for our support of the bill to establish this proposed institute in the State of Hawaii.

First, we believe that the creation of the proposed institute represents a new approach to the reduction of tensions in Asia, where most of the armed conflicts have taken place since the end of World War II. At least some of our failure to minimize the conflicts in Asia have been a result of lack of understanding the minds of, for instance, Vietnamese Nationalists and Palestinian Arabs. In 1948, it was the expectation of the U.S. Government and other governments that somehow the UNRWA operation would become unnecessary in the 2 years following the creation of Israel as an independent State. An assumption was that nearly 1 million Palestinian refugees will be resettled; this turned out to be a gross error. If Zionist Jews remember to go back to their home after 2,000 years of wandering, we should not expect the other half of the Semitic people to forget their home, land and other property in 2 years. There wars have been fought, bringing neither peace nor justice to all parties concerned, in West Asia.

The United States government continues to ship offensive weapons to the area. We have failed to bring about peace in Palestine as well as in Southeast Asia through the use of force. Consequently, we believe that the establishment of the proposed Institute where we may seriously challenge many assumptions we have made about these areas and where we may seek a better understanding of the area in an atmosphere commensurate with the Aloha spirit of the State of Hawaii can move toward a psychological disengagement necessary for moving toward a reduction of tensions in the whole of Asia. And by so doing, we may also change the image Asians have of our country from that of war to that of learning. We as taxpayers know that it is much less expensive to send scholars and students to Asia than to send soldiers and weapons there. Thus, the formation of the proposed Institute does not only represent a new method of moving toward the reduction of tensions in Asia, which we all want, but also it is in our economic interest to do so.

Second, economically the United States is closely tied to West Asia and the United States' dependence on West Asia for its oil is expected to increase in the years ahead. Under President Nixon's administration, the dollar transfer to Israel has increased many times, while U.S. aid to neighboring states has remained relatively small during the same period. For example, the money value of U.S. arms shipments to Israel reach $600 million in 1970, including the last 86 F–4 supersonic Phantom jets.

However, in terms of trade relations, Arab countries in West Asia continue to play an important part in the U.S. economy. In 1970, the trade balance with the Arab countries amounted to $592 million in favor of the United States ($228 million U.S. imports from Arab countries to $820 million U.S. exports to them). The net dollar flow between the U.S. and Arab West Asia from trade and investment today amounts to about $3 billion annually. Moreover, the significant importance of West Asia to the United States does not lie in the existing economic ties as much as in the increasing dependence of the U.S. on Arab oil. We consume over 14 million barrels of oil a day, while our own production stands around 9 million barrels a day, which is offset by imported oil from Venezuela and West Asia. In view of the fact that Venezuelan and U.S. oil reserves are on the wane, the U.S. government survey as reported in *Petroleum Intelligence Weekly* of March 1, 1971, estimates that we must depend upon rapidly rising imports from West Asia including North Africa, regardless of what may come from Alaskan North Slope production. Humble's vice-chairman, Charles F. Jones, forecasts that foreign oil imports could represent one-half of our consumption in 1985.

Third, culturally speaking, we are closely related to West Asia, which has produced magnificent civilizations in the past including Christianity, Judaism, and Islam. The Western world has learned much from the Orient. It was from the Phoenicians that the Greeks had learned the first written form of language, for instance. There are close to 10 million Semites in the United States today. Due to their closer cultural ties to the Western world and their physical proximity to Europeans, they are more assimilated into the mainstream than other Asian immigrants who have come to this country although they are often misunderstood. Furthermore, our longstanding cultural relationship with West Asian countries is exemplified by such higher institutions of learning as Robert College (1863), the American University of Beirut (1866), and the American University in Cairo (1919).

Fourth, the East-West Center's scope of coverage is limited to parts of East, Southeast, and South Asia and the Pacific islands and excludes all West Asian countries, with the exception of Afghanistan. The inclusion of West Asia to the proposed Asia Studies Institute, thus, will in no way duplicate the efforts being made by the East-West Center. West Asia is defined here to include the Arab states in the Middle East and North Africa, Iran, Israel, and Turkey. These nations do not belong to either Europe or Black Africa. They are considered to constitute West Asia as China, Japan, and Korea compose East Asia.

In many ways, as we have stated, the passage of H.R. 6168 would profit the United States government and its people. In conclusion, we would like to emphasize the fact that, if we can prevent even a little war in some part of Asia or if we can reduce existing tensions in West Asia or Southeast Asia due to a better knowledge of the areas through the creation of the proposed Asian Studies Institute, we believe the modest budget proposed by Representative Mink would be more than well spent. Thank you.

Mr. Brademas. Thank you very much, Dr. Kuroda. I appreciate your suggestions. I think you can see that, if we were to move in the direction of your suggestion, this would rapidly become the Institute for the Study of the World at Hawaii. I don't say that flippantly because, as you heard from my own questions earlier in the day, I'm really concerned about biting off more than can be effectively chewed. If we confine ourselves to what is commonly thought of as Asia, that's a pretty tall order, but I appreciate your suggestions.

Dr. Kuroda. Most of the countries we included are located in Asia. There are many Chinese and Japanese people here in Hawaii, to be sure, but this does not mean that we should ignore other Asians. What is it? Politics? I believe that we ought to put our money and use some of our energy where our mouth is. West Asia is one of the few areas in the world today with which we have a favorable balance of trade. Our relations with these countries are already strained and we certainly should do something about it.

Mr. Brademas. Thank you very much. Mrs. Mink?

Mrs. Mink. I have no questions.

Mr. Brademas. The subcommittee will be in recess until about 1:35 p.m. at which time we shall resume and listen to Dr. Riggs.

(The hearing recessed at 12:55 p.m., August 24, 1972.)

(The subcommittee reconvened at 1:40 p.m., August 24, 1972.)

Mr. Brademas. The subcommittee will come to order. Dr. Fred W. Riggs. Go right ahead Dr. Riggs, we look forward to hearing from you.

## STATEMENT OF DR. FRED W. RIGGS, DIRECTOR, SOCIAL SCIENCE RESEARCH INSTITUTE, UNIVERSITY OF HAWAII

Dr. RIGGS. Mr. Chairman, committee members, I'm here to support the bill, I'm for it. I learned about the bill last spring and at that time I prepared a memorandum that went into some detail on a number of questions relating to it. Before coming to this hearing I prepared a summary in written form to back the memo that you have before you, but in view of your request to summarize my statement, I'll try to summarize and speak extemporaneously, so I won't be following the written text. I do have a number of points which I feel the administration should also concentrate on; these are a number of administrative, organizational problems.

In general I completely endorse the purposes of the bill and I support all that has been said in earlier testimony about the need for Asian studies. It would serve no useful purpose for me to repeat points which have been made by others, but I think I can contribute on some organizational and administrative problems that have not yet been discussed. President Cleveland suggested the idea of a consortium, and we can talk about that. Mr. Chairman, you also raised the question of how a consortium might work, and should it be an administrative headquarters working with several universities or a center concentrated primarily in Hawaii, or both. Maybe there is another approach to organizing the kind of program that is really needed.

In the memo I outlined my ideas under several headings and I'll take up each of them very briefly.

1. My first topic is the question of teaching versus research. The point here is that most of the work that universities have carried on in support of research and area studies has been justified by the number of students participating. For the most part, university budgets are based on the number of students enrolled. Consequently Asian studies has to justify itself as a part of the university in the same way as any other academic program, that is, by the number of students in it.

In general, the more students the more support, and the less, the less support.

One problem you face here in Asian studies is that there are many parts of Asia. How many people in any one university would want to study Cambodia, Burma, or Nepal? Probably the answer is a very small number. No university can afford to have a large program to support studies of an area where the interest is small. When it comes to Japan, China and India, of course, interest is greater and you'd have more money to spend for these areas.

A second aspect is the ratio between the number of students and the number of jobs. A recent study by Richard Lambert of the University of Pennsylvania is a comprehensive survey of foreign language training programs. One of Lambert's conclusion is that we already have a large number of people with area training, including Asia, but there are fewer jobs than there are people. Moreover, people are not as well qualified as they should be. Their language skills aren't very strong and often their other skills are not great enough either. So a higher priority is needed for intensive in-service training with refresher courses and opportunities for field travel and research. No doubt there will always be a need for new people, until we reach a level at which we will have the number of area and language specialists that we need.

If our area programs depend on the number of students enrolled, then obviously the financial basis for support of the program will fall off. This has been a problem for the language and area centers funded by the NDEA, title 6 program: the student base is simply inadequate.

This problem can be solved if we recognize the national need for research, for new information that can be used for a variety of purposes, not only for teaching in the universities but also in high schools and primary schools, for adult education, and for dissemination through the mass media. We need a national research institute for this purpose.

It's interesting that this is already being done in Japan: the Kyoto Center for Southeast Asia Studies is a research institute. The Japanese recognize their need to know more about Southeast Asia. We also need to recognize that. If we developed a national institute of Asian studies that was strong in research, it could publish articles and work with many universities to help them, not just in Hawaii but in other universities too.

2. My second major point has to do with structure of rewards and its effects in the academic world. Universities are organized around two main criteria: discipline and profession. The disciplines represented in each academic department correspond nationally to a professional society. Similarly each professional school is linked to a national professional association. Unfortunately concrete problems and world areas do not fit in that structure. If you want to get support for problems and for areas you have to cut across the disciplines and professions. It's very difficult to motivate faculty members to give priority to a field which cuts across the institutionalized departments and schools.

At considerable expense Americans have secured national support for problem solving institutes that lie outside the universities. A number were mentioned this morning, for atomic energy studies and centers for urban studies. The East-West Center is also part of the move to support nationally a number of problem-oriented research centers, but we don't have the same kind of support for area studies. However, we really need to do the same thing for area studies on a national scale, and we should begin with Asia.

3. A third subject on which I would like to comment concerns libraries and the dissemination of information. It's not enough to produce information if that information is not made available, and the library of course is an important key to the dissemination of information. You have to think of closing the gap between the producer and the repository of knowledge and the consumer. There is a whole industry which specializes in doing this. The news of the day needs to make information about our world more widely known to the general public. Similarly, better textbooks and teaching materials are needed in the schools. Better materials for specialists are not always readily available in libraries. To close this gap we need a whole range of auxiliary services, including the audio-visual media, to translate and make use of research findings. This is not something that university area programs normally include in their programs. It needs to be supported by a national institute.

There is another aspect of the library problem—we often think of libraries as a single homogeneous unit, but for the sort of thing we are talking about there is a difference between the facilities needed for research for teaching, and for the dissemination of information. A research library is very specialized.

It has material that is not used by the average person, but only by specialists. The average item in a research library may be used not more than once every 5 years. In a good research library, then, you have things that people rarely use. You have archives, records, and documents which are not matters of everyday use. If something is used less often than every 5 years, one copy is probably enough for the United States. Why should several university libraries all try to get copies of the same thing? We already have a lending library for research libraries. It is located in Chicago. It can house national research collections. That library, or some other like it, could service all university libraries, thereby avoiding the cost of building up separate and duplicating research collections in many different institutions.

If it were decided to support a national research collection, it could be in one place, in Hawaii or somewhere else, that is not the point at issue. The point is to recognize the principle of a national lending library for research. The individual universities should then spend their own money for those materials that will be used frequently, i.e. more often than once every 5 years, whether for teaching or for public information.

4. The fourth point arises because we have talked largely about developing Asian studies within the United States. There has been reference here and there to Asian scholars and scholars from other countries. There was reference to the work going on in England and Europe, and they are older in many ways than the Americans are. The British were studying India and Southeast Asia long before we ever woke up to their existence, so they have a large repository of information that we are lacking.

We must, I believe, cooperate with European and foreign scholars and bring them into our programs. It's even more important to cooperate with Asian countries. There has been reference this morning to the high quality of Asian scholars who have come here to the university and the East-West Center and you have surely met with such scholars all over the United States. The problem is even more complex than just thinking that maybe if you want to learn about India you associate with Indian scholars. If you want to learn about Southeast Asia you may want to associate with Japanese scholars since Japan is one of the countries that has done a tremendous amount of work on Southeast Asia, as I have already mentioned.

There was a discussion this morning about the problems of translating foreign scientific writings into English. Another chunk of material to be translated is the Japanese literature on Southeast Asia. These are not in the natural sciences; they are area studies material. Our problem is they are in the Japanese language. Now the average American student as you have seen never studies Japanese; any American who studies Japanese would be sent to study in Japan. How do we get material on Southeast Asia in Japanese made available to Americans who want to study it? Here again, these are functions which a national institute can perform.

It's too expensive for individual universities to perform. It's not enough to have casual visits by Fulbright scholars coming back and forth; it needs to be an organized relationship between American and foreign scholars. A good example of what I have in mind is the International Liaison Committee for Research on Korea. The Korean members have a council, and the American members have a council. Together they sponsor joint projects and conferences and they sponsor the exchange of information so that we will know more about the research that is going on in Korea and they, conversely, will be better informed about American and British research on Korea.

Now this need for cooperation between foreign and American scholars is one of the reasons why I think an institute could well be located in Hawaii. It is the cheapest place to bring Asian scholars and American scholars together. Something can also be said about the existing resources of the University and the cultural milieu of Hawaii in favor of the center. To me an even more powerful consideration is that this is the cheapest place to maintain a continuous dialog between Asian and American scholars. Any national approach to Asian studies can scarcely be effective without very intensive communication with Asians, both here and in Asia.

The best place to learn an Asian language, indeed, is in the Asian countries where it's spoken. We can start a language here, we can begin to learn Chinese, Japanese, Thai, Bengali and what not, but if we are really serious about developing competence in a language one must go abroad to perfect one's knowledge where the language is spoken every day.

You can send people abroad only if you have cooperative relations with foreign institutions. We have reached the point in our present international scholarly relations where many foreign institutions and governments have become increasingly alienated and hostile toward the presence of American scholars.

Consequently, if we want to maintain and develop our studies of Asia we have to cultivate relations with institutions and scholars abroad. Some foreign scholars have studied here and they have gone back home to establish their own institutions. They now feel they are competent to study their own country and they resent the patronizing attitude of some Americans who go abroad to study in a field in which they feel they have acquired expertise from the very Americans who are now patronizing them; yet, they are no longer students, but established scholars.

To pinpoint this, it relates to the structure of an organization that could be a national—or international—institute. There has been some talk about a consortium. A good example in the natural sciences is the National Center for Atmospheric Research, which is a research center funded by Congress. It is not, however, a Federal institution. It's a private research organization whose controlling council includes representatives of the universities with an interest in atmospheric studies. The University of Hawaii is one of them. Similarly we might have a national consortium which could elect a board, and the board would then choose a director and set policies. Then where it's located, how far it's concentrated, these would be questions of policy to be decided by the board, rather than to be decided in advance.

I would like to mention one other thing: a Federal agency recently made a large grant to an American university, Southern Illinois, to set up a national center for Vietnam studies. This was done, as you are well aware, without consultation with the scholars on Vietnam, and the immediate reaction was extremely negative. The Vietnam scholars in other universities more or less joined hands and said "we refuse to accept Southern Illinois as a national center." That, I think, is an important object lesson. You cannot set up a national institute without first getting a full understanding and agreement with specialists all over the country. Thank you.

Mr. **Brademas.** Thank you very much Dr. Riggs. You have obviously thought a good deal about the subject under discussion and I found your observations very helpful. I have some questions to put to you however. I'm still not clear in my own mind, just what you have in your mind, by way of the nature of the proposed institute. Are we speaking of an institute in a given location which itself would carry on the very ambitious functions which you have suggested it ought to support, or are we speaking of an institute which would provide leadership and coordination to other institutes across the country that would carry out these functions? Do I make my question clear?

Dr. **Riggs.** I think it's both and neither. Until you have a national organization which has a strong relationship (as the NCAR has) with its constituents, with the main Asian Studies Centers, it's premature to decide. Let me illustrate the point. A few years ago the Ford Foundation was receiving many requests for funds for Asia studies from colleges and universities. At that time I was chairman of our Southeast Asia committee here so I was drawn into the act. The Foundation told the representatives of several colleges and universities that they would not continue to give separate grants, but they would be interested in a national approach to strengthen Southeast Asian studies. So a number of universities, including the University of Hawaii, kicked in a small amount of money, $500, in order to create a small fund for planning purposes. This fund was then used to bring the representatives of a dozen universities together and they set up an inter-university committee for Southeast Asian studies and began to draw up plans for a wide variety of activities. Most of these activities were not funded because the Ford Foundation never came through with the money on the scale that was originally anticipated, but I think the committee provided a viable framework for designing a national program for Southeast Asia studies. No doubt the headquarters of that committee would have had to be some place, but most of the substantive activity would have gone on in Hawaii, Michigan, Columbia, Cornell, and various other places. That's what I'm talking about.

Moreover, some of the activities would be overseas. A lot of it would be the movement of people, scholarships awarded after national competitions. These would neither be at any location nor would they be in one university. When you speak of a publication program, where is that program? Of course, it has to have an editorial office, somewhere, to make decisions on publishing, but the publication program puts a book in the hands of every reader that reads a book.

Mr. **Brademas.** That's very helpful, but I take one lesson from what you just said is that it will be essential, at some point in our considerations of Mrs. Mink's proposal, to invite in Asian specialists from elsewhere in the United States to get their judgment. I take it that you are warning us that without such consultation there will be political trouble, not Democrat or Republican, but the politics of education, is that——

Dr. Riggs. Yes; I think you'd need to approach it very carefully. How could you best bring together the qualified experts without sinking the operation in advance? There was an example of this with the Ford Foundation. At one time the foundation was interested in devoting a substantial block of money to Korean studies.

After talking to various people, they decided to have a meeting of universities with Korean programs. Representatives from half a dozen or so universities met and each said, "Oh we'll be glad to do it for you." They ended up by saying "OK, the money we have, first we'll reduce it to one-third, and then we'll split it up among five universities." The result was that no university got enough money to have an effective program of Korean studies.

You have to be very careful to avoid that. There must be umpires in the group, someone who would not submit to a partitioning. The planning group has to be balanced. Include organizations which have an interest in disseminating information about Asia but are not committed to any one university. I think there are such people who can help to keep the university representatives honest.

Mr. Brademas. For example one has to look into the relationship between the proposed institute and the existing programs of Asian studies elsewhere in the United States. It seems to me that it is a question raised by an earlier witness—Dr. Kuroda, as I recall—who suggested that the Center of Japanese Studies presently developing at this university might well best serve as a part of the Institute of Asian Studies. The question in my mind now is—and I put that question to him, but I didn't feel I was given a complete response—do you think we should have separate institutes on Chinese studies or Korean studies, within an institute of Asian studies? How do we cope with this particular problem, taking into account the existence of such programs elsewhere in the United States.

Dr. Riggs. One answer is suggested by the University Grants Commission in England. Any decisions made by the UGC in England are very potent as far as the universities are concerned. Recently they decided to establish a number of regional centers and they said, "We will give money to one university and one university only for a regional center."

Now England is a small country when compared to the United States. We could have more than one regional center for studies that are important. We need more than one class in Japanese studies. I think there should be a national committee for Japanese studies. A national institute could work at one level with the national committee to represent all the centers for Japanese studies to develop certain policies and guidelines and sponsor certain activities.

In addition to that, there should be a number of universities with strong centers following the British example. Consider an area like Southeast Asia. There are perhaps half a dozen universities that now have important curriculums in Southeast Asia studies.

There are half a dozen countries or more in Southeast Asia. Let's suppose that each university involved is given enough underlying support for a general Southeast Asia program of regional studies, plus additional support for one best place for Thai studies, another best place for Vietnam studies, et cetera. A student could start out at any institution, but he would transfer for his advanced work to the institution that would specialize in the particular country he wanted to focus on. Of course, you can't compare the small countries of Southeast Asia with Japan. So you need more places to study the big countries than you do for each individual country in Southeast Asia.

Mr. BRADEMAS. So it might well be that one result of Mrs. Mink's proposal would be to provide some mechanism for national comprehensive planning for support of Asian studies, is that what you're getting at?

Dr. RIGGS. I think so. This is precisely what we have failed to do in other such proposed programs. We are moving in that direction now, but the funding is very inadequate with the large number of centers. There's too many competing centers in the same field.

Mr. BRADEMAS. This I've found very helpful because one of the great merits of Mrs. Mink's bill is that it focuses, at least as I interpret it, on the need for our assessing and evaluating our national strengths in Asian studies, and then engaging in some kind of systematic process for planning how we can meet unmet needs.

At least that's one interpretation that could be placed on this measure. I'm just speaking off the top of my head since I'm here to learn, but that is one possible approach as distinguished from saying you have to have a research center in Hawaii or someplace else for Asian studies. One might have in Hawaii, or elsewhere, some mechanism which would be the administrative, leadership, coordinating entity in this field, even as elsewhere one might have an institute with similar purposes in other fields of international studies. I'm just trying to think out loud with you and see if this makes sense.

Dr. RIGGS. First of all, I think there would be a great risk in setting up and starting an international or national program—I think there would be great risk in setting up a kind of a tsar with a lot of funds to allocate, especially if they were seen as being located at one place. I think the control structure should be one that's representative. Within the representative structure should be a national directorate at some center, but it would implement the policies of a national committee which was truly representative. It could be located any place because it would have to carry out policies generally agreed to. I think that's the important distinction right there.

Mr BRADEMAS. You have been very helpful indeed, Mr. Riggs.

Mrs. MINK. I quite concur with the testimony and approach Mr. Riggs has presented to the committee. As a matter of fact the materials that he submitted to me earlier I recently inserted into the Congressional Record as a possible new thrust in this mechanism by which the notions encompassed by my bill might well be implemented. So I'm very appreciative, Mr. Riggs, of your testimony today and your expounding on how it might be put together in a way that would coordinate and further stimulate existing activities which we are all aware of, of joint enterprises on many campuses and also emphasizing the need to coordinate these to make the country aware of what we have and what our needs are.

Dr. RIGGS. Could I add one other point about the coordination and that is the method of relating to professional schools, because mostly we think about Asian studies in relation to the liberal arts disciplines. Much of the current interest presently in the East-West Center has been generated by scholars who have gone abroad in connection with technical assistance programs related to professional schools such as agriculture, engineering, public health. Many of our faculty members gained their interest in Asia by going there in connection with these projects and they typically come back full of enthusiasm and interest in the country where they have gone. Then there's sudden letdown because nobody else is interested and there is no place to share their concerns. Now your proposal to set up a faculty for Asian studies can capture some of these people and bring them into the picture.

Someone mentioned earlier this morning that Indiana has a Thailand program. A more correct statement would be "they should have." They do not have a Thailand program, but they should have had one because many people from Indiana University went to Thailand in connection with the foreign aid program. If they had decided to integrate the experiences of those who worked in Thailand with the development of their Asian studies program, they could easily have had the best Thai study program in the country, but they lost out on that opportunity.

Mr. BRADEMAS. The theme running through your testimony as I read it was that you were not as preoccupied with keeping the research function and the teaching function unified. I take it you might be in the opposite direction.

Dr. RIGGS. No. I think that they could have had a Thai program; there is a need for individual autonomy; other universities are performing that function, not Indiana. Indiana had at one time, 10 years ago, rich resources and qualified Asian graduates, faculty with experience in Thailand, and a large number of Thai students on the campus. This would have enabled them to set up the first and best Thai study, research and service program.

I'm not recommending that now; but you could help all the campuses if you set up a nationally integrated approach. It's necessary to bring the professional schools or AID into the picture in relation to scholars going to Asia for various types of professional activity in addition to the people who are looking at it as historians do.

Mr. BRADEMAS. Mr. Hawkins.

Mr. HAWKINS. Dr. Riggs, I'm not so sure that I understand what you're really advocating. With relationship to Mrs. Mink's bill, section 501 of H.R. 6168 in my opinion actually establishes an institute at a particular location and if I understand what you're saying, you seem to be saying that you are recommending that a grant be made to a national coordinating body and then that this body itself would make the decision as to whether or not an institute would exist and would decide on its location. It might conceivably be several such institutes and it seems to me you are further saying that some of the activities, research, and library activities, might be consolidated in some national body rather than dispersed among a number of institutions. I don't exactly understand what you're saying in connection with section 501 of Mrs. Mink's bill although she seems to agree with you.

Dr. RIGGS. I said at the beginning that I was in full support of the purposes of the bill but that doesn't mean support of every line in it.

Some parts of it should be rewritten. I would say that the establishment of the institute by legislation and legal contract is a first step and you're jumping the gun, putting the cart before the horse. First we're at an interim stage. I think we ought to be a little cautious. You don't want to repeat the Southern Illinois kind of situation. I think it would have been possible in that case without too much trouble to have brought the leading specialists on Vietnam in the United States together to arrive at a consensus, then to have ended up with a national council. After that it might have been located at Southern Illinois. But the point is that the framework would have been quite different.

I think it will take some money, but not very much, to enable interested parties to come together. That might be done by a contract with the University of Hawaii. If you sat down, you could probably make a list of several existing organizations which could qualify to carry out this function under such a contract. It might also be done by some agency in Washington, the Office of Education, the State Department, Smithsonian, or even a private agency. I think you have to spend a little time discussing it more or less confidentially and in private with the leading agencies qualified to handle that kind of a preliminary inquiry.

Mr. Hawkins. You do not disagree then with her as to this being a possible second phase and since she doesn't disagree with what you are saying means perhaps the first phase?

Mr. Riggs. Well, she can speak for herself.

Mr. Hawkins. Thank you.

Mr. Brademas. Mr. Riggs.

Mr. Riggs. I think one other thing ought to be brought out on a possible procedure. Subcommittees of Congress have contracted for studies they could use. They could contract with four or five institutions or organizations, and give them money to make a study. Then, after they have presented their reports, they could be sent to interested parties with recommendations. Your committee could then look at all the recommendations and you could then consider the questions and make your decision.

Mr. Brademas. Your testimony has been very helpful indeed, Dr. Riggs.

(Dr. Riggs' prepared statement follows:)

## Prepared Statement of Dr. Fred W. Riggs

When the Brademas committe first announced plans for holding hearings in Hawaii on Representative Patsy Mink's bill to amend the International Education Act of 1966, so as to establish an Institute for Asian Studies at the University of Hawaii, I prepared an extensive memorandum, which is attached. That memo has subsequently been used as a basis for discussion—in New York and Washington as well as Hawaii—so I can say that I am even more firmly convinced than I was last April about the validity of the views put forward in the memo. I shall not try to repeat the arguments which are set forward at some length in the memo, but will comment briefly on them.

1. There is urgent need for a national approach to the strengthening of Asian studies. The Mink bill performs a public service of great importance by calling attention to this need need. By creating a national institute for Asian studies, it would supplement in a fundamental way the programs funded through the National Defense Education Act (NDEA). Incidentally, I hope it will be extended and funded because, despite its inherent weaknesses, the NDEA is still the most important and useful channel for Federal support of foreign language and area studies. The International Education Act would, of course, have picked up and

performed much the same services in a larger and more satisfactory framework, but failure to finance this act suggests that, for whatever reasons, Congress is not willing to implement this enabling legislation, and we therefore need to find viable alternatives, such as the Mink bill points to.

2. I do not believe *the universities*, as now constituted, can provide the support or the administrative framework needed for an effective program of Asian studies. Just one point might illustrate the problem. A great deal of energy and resources have gone into the teaching of Chinese language, but our overseas base of operations and source of models has become Mandarin as it is used in Formosa. Meanwhile Chinese as used on the mainland has developed new terms and conventions. Yet our Chinese language teachers are, perhaps without exception, oriented to Formosan Mandarin, understandably so since they have not been able to visit the mainland for language study since the Communists came to power.

Yet increasingly, as the United States establishes contact with the mainland, we will need an increasing number of experts who are fluent in mainland Chinese. The situation, if not changed by a national effort, could resemble what might have occurred if, to save money, our schools had turned to Quebec for French teachers rather than maintaining contact with the mainstream of the language as used in France itself. Universities and centers now teaching Chinese will naturally want to protect the positions of their present staff, and these teachers cannot readily retool themselves to teach the language as it has evolved on the mainland. Only a national effort, working through a center outside the existing universities, could carry out such a program successfully. It might, for example, provide substitute teachers for university-based centers whose faculty members could then be given fellowships to enable them to retool their language skills. There are, surely, many such subjects for which external stimulation is needed.

3. The basic reasons why a university-based approach to foreign area studies along the lines of the present Asian studies centers cannot succeed in the long run include the following:

A.—The dominant criteria for organizing a university are *discipline* and *career*, as reflected in the established academic departments and professional schools. Two other criteria are equally important for higher studies: *problems* and *areas*. Much Federal support has been given for major programs devoted to the solution of important public problems. The more successful undertakings take the form of national institutes or centers established outside the universities, but working closely with them. The National Center for Atmospheric Research, based in Boulder, Colorado, is a good example. We need comparable institutes or centers for area studies, generously and permanently funded by Congress, if we are ever to gain the coordinated understanding of the world in which we live that is absolutely necessary if we are to avoid making more costly blunders like Vietnam, and many of the futile and very expensive projects that Congress has funded under our foreign aid legislation.

B.—The main justification and source of support for universities has long been its *teaching* functions. At present area studies are, essentially, justified and financed to the degree that they contribute to higher education, to some degree at the undergraduate level but, for the most part, at the graduate level. However, our need for knowledge about foreign areas, and especially about Asia, rides independently of higher education. We need such knowledge to inform our foreign policy, to avoid costly mistakes, to discover more effective and less expensive ways of achieving our public policy goals. Such knowlege is also needed by American business and industrial corporations operating throughout the world, by philanthropic and foreign missionary agencies, by newspapermen, and by Americans working overseas in a wide variety of professions and for many organizations and agencies.

There is also a vast need for sound background information about the world to be widely disseminated in our primary and secondary schools, through adult education and community groups. Even the soundest foreign policies are likely to fail unless backed up by an informed public opinion. Moreover, the world outside confronts us every day with far-reaching and disturbing problems about which the American public needs to know. On the more positive side, the world also offers countless cultural and aesthetic treasures—values avidly sought by Americans traveling abroad as tourists—which should be made readily available to citizens who cannot afford foreign travel or prefer to learn at home.

The only way to assure the production and dissemination of the knowledge about foreign areas that is so desperately needed in our times is to pay for it through research and public information organizations that are not dependent for financing on the number of students they have. Indeed, we have already reached the time when we may well have as many qualified foreign area specialists as we can employ—no doubt we need more, but without employment opportunities, many trained experts on Asia and other areas have found that these qualifications do not give them the basis for secure and rewarding employment.

C.—A good deal of research on Asia and other foreign areas is admittedly carried out by faculty members and graduate students in our universities—and the University of Hawaii certainly has a good record in this regard. However, the primary rewards for scholars employed in our institutions of higher education are allocated through a *prestige rating system* which links departments and schools with national scholarly societies and professional associations. Yet the clienteles that we need to serve, as noted above, especially as found in primary and secondary schools, and in adult education and community groups, are poorly served by university-based area and language studies programs. I do not wish to fault the individual scholars—many work very sacrificially to serve a larger public. But the institutionalized reward system built into our universities and national associations is deeply entrenched and anyone who bucks the system does so at considerable personal cost. Only a national approach, working through independent institutes or centers, can overcome this built in bias of the established system of higher education.

D.—The available *information* on Asia and other areas is published in books and journals, many of which are available in university libraries. However, a tremendous duplication of effort and investment has taken place because competing, inadequately financed, university-based centers each seek to build up their own research collections. Yet as the Center for Research Libraries in Chicago has shown, it is possible for a single lending library to serve the national need for infrequently used research materials, thereby permitting university libraries to concentrate their resources on the purchase of materials needed for teaching purposes. Moreover, the existing library-based structure of higher education has failed to provide the type of flexible information system that we need to have if our knowledge of Asia and other areas is to reach the large clientele that requires such information.

4. In the attached memo I have spelled out some ideas about how a national institute, wherever headquartered, can work in a highly decentralized fashion, yet in close co-operation with the universities so as to provide needed services while strengthening, not undermining, the work of the universities. I shall not recapitulate these ideas, but I do want to close with some comments about *Hawaii* in this connection. As the work of the East-West Center has shown, it is possible to carry out a nationally-oriented service program from a university-based headquarters. When the Center was created, many of its supporters hoped that it would become a major base for both Asian and American studies. However, in response to the views of several very distinguished national and international review committees, the Center transferred its embryonic activities in support of Asian and American studies to the University of Hawaii where they became part of the program of the College of Arts and Sciences. In response to these same pressures, and following protracted consultations with the University, the Center embraced a problem-oriented approach, as manifested in the five institutes which it has now set up.

These institutes focus on contemporary problems of importance in Asia as well as in America, and they shed light, of course, on significant dimensions of the broad Asia-Pacific-American region. They have also served to dramatize an important point—namely, the scope of Asian (and other area) studies needs to include the contemporary and future aspects of these societies, not just the past, and to illuminate the problems they face today as well as their achievements of yesterday.

Although operating within a framework that severely hampers the development of integrated area studies program, the Asian Studies Program at the University of Hawaii has made notable progress—but others directly involved can speak more directly to this point. We are deeply indebted to the State of Hawaii and the University, also, for having provided an exceptionally high level of support for individual faculty members and students who have a strong interest in Asia.

Against this background it is surely clear that if the Congress were to authorize the establishment of a national Institute for Asian Studies at the University of Hawaii, as provided for in the Mink bill, it would be possible to mobilize the rich resources of the University, including also the East-West Center and the State of Hawaii, to provide an ideal setting for the work of such an institute.

In this connection it is important to recognize that the development of Asian studies can proceed on a sound basis only in close co-operation with the people and scholars of Asia. We need to be able to send people to the area for study and research, and we need to be able also to invite leading Asian scholars to help us, to come to the United States as visiting professors, and to join in conferences and seminars to make plans for the development of the field. Obviously Hawaii is ideally suited as a place for many such meetings to take place, and the comparative cost of meetings in Hawaii is surely less than in other places.

However, the basic principle that I am emphasizing is the need for thinking through very carefully the compelling reasons for a national approach to the support of foreign area studies, utilizing institutes that may well be established administratively outside the framework of our universities. Whether any such activities ought to be in Hawaii is a different and secondary question. Naturally we in Hawaii would be most gratified if our State and University could play an important part, but if the right principles are understood and used, then all universities and all Americans will benefit, regardless of where national institutes for the study of Asia and other areas happen to have their headquarters.

## ANNEX: MEMO ON THE MINK BILL

The bill introduced by Representative Patsy Mink to create a national institute of Asian studies comes at a timely moment in view of the reassessment of international studies that is now taking place in the United States. It deserves to be given careful consideration and the underlying issues require serious study. Certainly Representative Mink should be congratulated and thanked for bringing this important issue to public attention.

There is, indeed, a grave crisis in higher education to which the Mink bill is a response. In order to understand the nature of this crisis we need to separate three aspects of the bill: Hawaii, Asian studies, and the overall national need for improved international education.

### 1. THE HAWAII ASPECT

Although those of us who live in Hawaii would naturally be delighted to have a national facility for Asian studies headquartered in our state, we believe the location of such a facility is a secondary question and should be decided only after the decision has been made to create a national institution. Certainly it would be much better for Hawaii if such a facility existed even though it were headquartered elsewhere than if there were no such institution.

### 2. THE ASIA ORIENTATION

Similarly, with respect to Asia, clearly the considerations which dictate the need for an Asian studies institute also point to the urgent need for similar facilities relating to Africa, Latin America, the Soviet bloc, etc. Whether to start with an institute focused on Asia or to begin by recognizing the broad need for a national approach to international and foreign area studies is a strategic rather than a substantive issue.

It my well be that political and financial considerations dictate a strategy in which only one world area would be taken up at a time. Certainly the current great issues of Vietnam, Pakistan and China justify a high priority for Asian studies. Perhaps it would be easier to secure support for one area at a time, just as the East-West Center was launched before the North-South Center. However, serious attention should be given to an alternative strategy whereby Congress would be asked from the start to authorize the establishment of national institutes dealing with all parts of the world.

### 3. THE UNIVERSITY BASIS

The most critical issues that need priority consideration at this time, however, are not those relating to the location or even the scope of a national approach to area studies. Rather, these issues arise from the increasingly apparent *inability of our universities*, as now constituted, to provide the support needed for the kind of functions which simply must be performed. Five overriding issues need to be considered in this connection. They relate to the organization, character, level, disposition, and domain of area (or Asian) studies, as described below:

A. *University Organization: Area versus Discipline, Profession and Problem.*—Four basic organizing principles are applicable to the structure of any academic enterprise: discipline, profession, problem, and area. All are important, and each overlaps all of the others. In the organization of government agencies and private corporations, such distinctions are normally reflected in the establishment of "staff" units which cut across "line" divisions. However, for a variety of reasons it has been very difficult, if not impossible, to incorporate these principles in the internal structure of unversities. Let us consider here, not the causes of this situation, but its consequences for area and international studies.

The basic organizing concept in universities is the *discipline*, which refers to organized bodies of knowledge. The academic departments in the liberal arts colleges constitute the intellectual and normally the political core of university organization. We have all been conditioned to think that fundamental knowledge must always come packaged in these disciplinary containers.

The second basic organizing principle is the recognized *careers* open to university graduates, such as law, medicine, agriculture, business, social work, librarianship or engineering. The preparation of future members of these professions has been institutionalized in the professional schools which cluster around the disciplinary departments found in any University.

These two principles account for the bulk of all academic organizations. The power exercised by these organizations is reflected in the virtual monopoly that disciplinary departments and professional schools exercise over the appointment, promotion, and awarding of tenure to members of any university faculty. So powerful is their grip that it is virtually an academic heresy to suggest that the university *should have* scholarly bodies based on other principles which would also have the authority to hire and fire on a long-term basis.

There are, however, two other principles around which academic enterprise might well be mobilized: problems and areas. The demand for academic relevance relates in large part to *problems*, not to disciplines or professions. To mobilize an academic team capable of coping with any serious social problem—problems such as pollution, quality of life, urbanization, population growth, world peace, race-relations, crime and drug abuse—means to bring together a wide variety of talents, persons rooted in diverse disciplines and professions.

Yet it is extraordinarily difficult to secure the *primary* right to name scholars to a university faculty because of their ability to help solve such problems. Even where problem-oriented institutes exist, they are normally handicapped by the need to secure the support first of disciplinary departments which alone have the authority to make long-term academic appointments.

The creation of the East-West Center, the Environmental Center, the center for futures study, etc., at the University of Hawaii, has been possible only because of *external* funding, providing resources supplementary to the regular university budget. Even in these problem-oriented establishments, most of the participating faculty have come in on a joint appointment which normally gives a prior claim on the loyalty of participants to their academic departments.

The East-West Center, precisely because of its national status and funding, does have the ability to make independent scholarly appointments, a fact which demonstrates the feasibility as well as the need for nationally based problem-oriented institutions. Looking around the country we notice other institutions such as Brookings, RAND, the Stanford Research Institute, Batelle, and the like, which are all problem-oriented and typically organized *outside* of—though in proximity to—universities.

The need, in other words, for problem-oriented academic organizations has been met, though somewhat unsystematically, by the creation of a swarm of non-profit research corporations whose survival in the penumbra of the universities is made possible only by the continuing—and largely project-based—support of the federal government and private foundations.

No such good fortune has blessed the *area-oriented centers*, which are also needed if the United States is to survive in an increasingly congested and interdependent world. Without questioning the primary need for an autonomy of disciplines, profession, and problems, it is surely also true that the way these elements come together in localized configurations is always and everywhere unique. Granting that the deepest knowledge of any area is likely to be possessed by the people who live there, there is nevertheless a need for people living elsewhere to gain some more or less reliable perception of what is happening in neighboring areas.

We cannot continue to rely on the crisis-oriented reporting of the mass media, or the nationalistically biased "intelligence" of the military security forces. Yet the *universities* cannot, as now constituted, build area programs into their fundamental budgetary structure. At best, area specialization can be smuggled into some of the disciplinary departments, most notably in the humanities. To the extent the cross-disciplinary area programs or centers have been established at American universities, their survival is precariously contingent on external funding by private foundations and governmental grants.

This is scarcely surprising, of course. It is more surprising that the donor agencies should ever have thought area-oriented institutions could thrive within any university once *external subsidization* was withdrawn. The inherently desperate condition of any area-oriented establishment on a university campus, however, has led to a continuing flow of paltry and quite inadequate funds parcelled out between a large number of competing universities, no one of which has been able, thereby, to attain the critical mass needed to serve the national need adequately.

The Mink bill points the way to a *viable alternative* approach. If a national institution for Asian (or other world area) studies were to be created, outside the framework of a university, and assured permanent funding, it could not only meet a general national need, but it could service the universities as well. There is, then, a national need for area-oriented establishments, outside of though related to, our universities, which would parallel in scale and vigor the problem-centered institutions which have already become a part of the national scene.

*B. The Character of Area Studies: Research versus Teaching.*—The organizational dilemmas pointed to above grow out of the notion that the primary function of universities is to *teach*—research and public service are seen as secondary by-products, even as luxuries. The teaching of disciplines is justified as necessary for a liberal education, and the professional schools obviously prepare graduates for careers in their chosen career lines. Increasingly the Ph. D. has become, also, a professional degree for those selecting academic careers.

This clamps a *self-perpetuating mold* on the academic establishment. Student demand is clearly contingent on career opportunities. Since area studies programs lack the authority and resources to make appointments, career opportunities area inherently limited. Consequently few students will seek to take area programs for advanced degrees, thereby confirming the view that there is little demand, and hence no real justification in academic terms for area programs.

The long-term justification for *hard* money investments in faculty has, indeed, overwhelmingly been student demand. Area studies, therefore, have been treated as a *teaching* program, justified by the need to increase the number of experts on selected foreign areas. An underlying premise for existing commitments to the idea of centralizing national resources for area study in a major university center of selective excellence appears to be the belief that there will be enough students to justify at least one good program on each subject. Two flaws may be noted: first, even if all the American students who wanted to study Burmese or Nepali were willing to go to University X where this subject was being taught—and it were not to be taught anywhere else—there still might not be enough demand to justify the investment of sufficient resources by University X to teach Burmese or Nepali well; and second, subjects like Burmese or Nepali will not be demanded by students without reference to other subjects taught at the same institution. For a variety of quite legitimate reasons students prefer one institution to another. It should be possible for students, within limits, to choose the universities that best meet their personal needs, and still study the subjects they want to take up. I believe it is possible to achieve this goal only if we reject the notion that area studies must be based on teaching needs.

In order to see that a different approach is possible and fruitful, consider the structure of Southeast Asian areas studies at *Kyoto* University, where a pattern that is also familiar in continental Europe prevails. This Center has no students, yet it offers tenured appointments to scholars who become regular members of the faculty at Kyoto University. They devote themselves exclusively to research, adding to the stock of available knowledge in Japan about Southeast Asia, but they do not offer courses or give degrees. Nor do they seem to think it necessary to provide instruction in Southeast Asian studies in Japan, except at a very modest level.

Typically the Center recruits for its staff scholars who have secured advanced degrees in various professional or disciplinary fields. Recruits are then given some language training and sent to Southeast Asia for a couple of years of field study and research during which they make themselves expert on the area, and perfect their language skills. The nearest American equivalent to this may be the American Universities Field Staff, and the Institute of Current World Affairs, which subsidized the field study of many of the AUFS experts. However, because the AUFS tries to cover the whole world, and depends on contracts with American Universities and extended personal visitation tours, their efforts are necessarily diluted by contrast with the focus that the Southeast Asia Center at Kyoto University can achieve.

One of the hang-ups which impedes the strengthening of Asian studies in the United States is surely the suspicion harbored by foundation executives and legislators that we already have enough "area specialists" to take care of the *demand*. If area centers continue to produce more and more graduates, may they not become a glut on the market? For how many Burma or Nepali experts will there be positions, and how many of them face a bleak future doing something else—driving taxis or teaching English? Of course, we might think about how to create jobs to take advantage of the skills of our area specialists, but this takes us back to the organizational questions raised above.

The prevailing structure of American universities is based on the inextricable *linkage* of research and teaching—but must we accept this linkage as a fetish never to be questioned? There are, indeed, significant exceptions. The Smithsonian Institution, RAND, Brookings, come to mind. Consider also the National Center for Atmospheric Research. NCAR has a large research facility located on a mountain side above Boulder, Colorado where, like a Gothic fortress, it towers in splendid isolation from both the city and the University of Colorado. It has a large research staff, some fifty of whom have Ph.D.'s in a wide variety of disciplines, plus a much larger number of auxiliary personnel. Funding for NCAR has become a line item in the budget of the National Science Foundation, and it also secures support from a variety of other sources, through grants and contracts.

Surely the study of Asia, or of Latin America, Africa, the Middle East, is as *important* to the United States and as deserving of Federal funding as atmospheric research. As is all too obvious we have, though reluctantly, poured billions into a tragic war in Vietnam. If some millions had been wisely invested in a major research center on Asia (or Vietnam), is it not conceivable that we would have discovered a way to protect our fundamental interests in Southeast Asia without such a vast loss of lives and treasure, and without such catastrophic costs for the people whose lands have become a gigantic battleground?

In short, we *need to know* a great deal more about Asia (and other areas) than we now know, and this information can be produced by research and made available to the public through many channels of communication—but we do not need to produce a growing number of unemployable experts on many world areas. I suspect that if we made good use of the experts who are already available, and helped them to improve their skills, we could do well enough, and it would not be difficult to increase—as the Kyoto Center does—the number of experts when they are needed.

We will continue to need courses and teaching materials relating to Asia, not just in one or a few universities, but indeed in many. However, this can be done much better than it is now being done if a solid research core could be institutionalized through independent, non-teaching establishments.

C. *Academic Levels: Scholarly Professionalism versus Clientele Needs.*—When thinking about the diffusion of knowledge generated in and through our universities, we immediately confront a major obstacle in the form of *academic professionalism*. Just as the need for students rests on an economic imperative—the reluctance of funding sources to pay for educational costs not justified by enrollment figures—so the deeply engrained professionalism or scholars rests on the institutionalization of their career prospects.

The primary criterion for promotion, for tenure, for salary increases and academic status is the *evaluation* of scholars by their disciplinary peers. Although the cliche—publish or perish—oversimplifies the dynamism of this incentive system, it speaks to a basic reality in American higher education. The disciplinary departments are linked to national professional societies which have become the chief arbiters of merit on the campus. In the name of objectivity and standards, we have thrown chains at the national level around the cells that imprison us locally.

If this seems like an overstatement, consider some of its *consequences.* We prefer to teach graduate students, because seminars can be linked to research and publications more effectively than can undergraduate courses. If our research leads to knowledge of general interest or value, we will nevertheless prefer to publish our findings in academic journals, hopefully those sponsored by our professional societies. Anyone who seeks to reach a larger public through the schools or the mass media will incur the scorn of his associates and win the label of "popularizer," or "dilettante."

Under these circumstances it is understandable that insofar as area programs have been established at American universities, their faculties should strive for academic status—against the overwhelming odds described above—by seeking to enhance their disciplinary identification and research output. Yet clearly if area studies are to become soundly established, they need to satisfy the needs of large *clienteles* outside the inhospitable reaches of the academic disciplines. These clienteles include not only the undergraduate students in our colleges and universities, but also the pupils in primary and secondary schools, the teachers and colleges of education, the mass media and the general public, and especially our policy makers and Americans working overseas.

Even if a set of university-based area study programs could be successfully institutionalized, it seems doubtful that they could successfully meet the needs of this larger clientele for more adequate information and explanation of world areas. Only a *national approach*, through institutions based outside, though linked with, the universities can be expected to generate the substantial flow of knowledge required to meet these needs. The Foreign Policy Association used to have a small research staff which prepared and published reports on world affairs, essentially from an area orientation. The effort was utterly inadequate, of course, but with small scale short-term foundation funding, one could not have expected much more. Yet the experience of the FPA shows that it is quite possible to employ good scholars, outside the universities, not only to do area-based research, but also to package and present their findings to a larger public, including schools, teachers, opinion leaders, the mass media, and Americans overseas. A national institute(s) for Asian (and other area) studies, if adequately funded, could certainly do the same with far greater effectiveness.

D. *The Disposition of Materials: Libraries or an Information System.*—With notable exceptions, assuredly, the university-based area centers have been burdened by mounting costs in the form of heavy investments to establish and maintain research libraries. Insofar as several centers have been created to work on the same area, they have competed with one another for scarce materials, thereby raising the unit costs of building these collections, taking into account both the need for specialized library personnel and the expense of making acquisitions from remote areas not well supplied with book industry facilities.

The work of the *Center for Research Libraries* in Chicago has demonstrated how costly and unnecessary this approach is. It is astonishing not only that universities persist in their anachronistic ambition to build large research collections, but also that funding agencies continue to make limited—and quite inadequate funds available for this purpose.

The basic premise of the CRL is the distinction between *frequently* and *infrequently* used materials. If we take one use in five years as a criterion, it would be safe to say that the vast majority of materials held in most research collections are infrequently used. Such materials could just as well be housed in a national lending library, where they would be equally available to scholars at any research library on relatively short notice. This would permit universities and area centers to use their limited funds for the acquisition of frequently used materials, not just one copy of each item but, indeed, multiple copies of the most frequently used materials, thereby making them rapidly available to users. The price that readers now pay for the privilege of having immediate access in research libraries to materials that they very rarely ever want is the long delays they typically encounter in gaining access to the materials they wish to see most frequently.

A national lending library on any topic need not be housed in Chicago, of course. If clear criteria can be established, there is no reason why a *network* of libraries could not house national lending collections, provided it was clearly understood that the primary obligation of the libraries concerned was to supply all users, nationally, on an equitable basis, not giving preference to local users.

Books and journals are, of course, not the only kind of research materials needed for the strengthening of Asian, as of other area, studies. Indeed, the ratio of *unconventional* to conventional materials is probably much greater in third world countries than in the Western world. These materials are particularly difficult for ordinary university libraries to handle, and the categories of "ephemeral," "fugitive," and "documentary" materials merge into that of "archival" holdings. Modern methods of materials holding, including the use of microforms, and computerized information systems, are necessary tools for the collection, storage, and utilization of these materials. Central libraries or archives are essential if these materials are to be made available to scholars.

A good deal of *frustration* has been generated by the false hope—at least I think it is an illusory expectation—that many of these materials can be imported, duplicated, and sold in a volume large enough to cover costs. Such is the underlying premise of private foundation support for the centers of Chinese and Slavic materials administered through the Association of Research Libraries in Washington. I believe the lending library principle is much sounder. Of course, if something is out-of-print and in demand from a national lending library, then that library should have the authority to duplicate and sell copies with, if necessary, royalties to copyright holders. Users need not be dependent on borrowing copies if they are willing to pay for private possession. The miracles of modern reprography have transformed the technology of information handling, but we continue to think in terms that antedate the Xerox machine, the microfiche reader, and photo offset duplicator.

A number of *microform projects* have already been established through the Center for Research Libraries, providing for African, South Asian, and Southeast Asian materials. These programs need to be vastly expanded by subsidization, since they now depend largely on the pitifully small budgets that can be genertaed by contributions from subscribing libraries. Because of the national interest in foreign areas, permanent and continuing support of basic national collections on these areas ought to be a Federal responsibility. The Library of Congress provides some of these services on a most limited and inadequate basis. There needs to be a national library network, which can be widely dispersed, not localized in the capital city. The basic point is that it is less expensive to bring materials to the person than persons to the materials, to use the mails rather than public transportation, in order to make library research possible.

If an *information system* rather than a research library approach is to work, however, it is essential that improved bibliographic access be provided. One can now go to the Library of Congress and browse through a substantial collection of uncatalogued and unclassified materials in Thai. However, it is not permissible in any adequate information system to compel the researcher to hunt through materials in this random fashion. A national service obviously cannot be provided if bibliographic support is not also available. In short, a substantial part of the budget for any national collection and lending library program has to be matched by support for *automated bibliographic services* whereby potential users, no matter where they may be located, can quickly discover the existence and location of materials they may wish to consult. Such a service can, of course, at least in principle, not only provide periodical and cumulated listings of research materials, but can quickly generate by computer print-out selective bibliographies to meet the needs of various categories of users, plus the selective dissemination of information (SDI) for individual researchers.

To some extent all these services can be partially supported by users. However, I believe that we are still some distance from the time when they can be fully supported—if ever. Meanwhile they must be *subsidized*, not only to create the facilities and services, but to maintain them. This is something that I believe Congress ought to be willing to finance as a national service, and for Asian (or other) area studies, this should be through a national facility for the disposition of research materials.

E. *The Appropriate Domain: National versus International.*—So far we have spoken of the nation's needs as though they could be met nationally. However, I am convinced that our long-run interest in knowing about the rest of the world can only be satisfied in close collaboration with scholars and agencies in other parts of the world.

This has already been well established in the organization of Southeast Asia Microforms, an *international consortium* to pool resources for the preparation and utilization of microfilm and microfiche copies of archival materials relating to Southeast Asia, no matter where they are held, whether in the region, or in Europe, North America, Japan, or elsewhere.

It does not make sense for Americans to decide now to *catalog* works in Indonesian without consulting with Indonesians who, above all, have an interest in the bibliographic and library processing of materials in their own languages.

The *purchase* of materials from abroad is made possible by and affects the publishing and book selling industry (including government documentation) of the countries concerned.

American scholars seeking to do *field research abroad* can do so only with the consent and collaboration of foreign scholars. Their failure for some time to give much weight to this fact means that the confidence and goodwill of the growing number of foreign scholars—many trained in American institutions of higher learning—has been eroded, and field research has become increasingly difficult to do in many countries. Moreover, the research that foreign scholars wish to do in and about their own countries increasingly generates knowledge of interest to American scholars. Consequently Americans need to have good opportunities to meet the pool information with their opposite numbers abroad, to exchange publications, and to participate in jointly planned research efforts.

Similarly, we cannot train experts on foreign areas any longer if we expect them to travel abroad for field research without entering into *collegial relations* with foreign scholars in the countries where they carry out their inquiries. The best place for anyone learning a foreign language to perfect his language competence—if he requires more than a superficial knowledge—is in a country where the language is normally spoken. We cannot, in other words, really take seriously the question of learning about the rest of the world (including Asia) unless we think in terms of meaningful cooperation with scholars in these countries.

Such cooperation must, of course, be based on *reciprocity*. We can scarcely imagine that foreign scholarship will not be affected by Americans studying in their domains. Indeed, it is only if we see the complementarity of the American wish to learn more about the world in which we live, and the wish to indigenous scholars everywhere in this world to develop their own competence and understanding of their own countries, that we can work out a valid basis for strengthening foreign area studies. The artificial dichotomy between support for international studies as an exclusively American concern, and assistance to foreign institutions as a matter of international development, needs to be overcome. Indeed, one of the reasons our foreign aid programs have been so ineffective is surely our lack of deep knowledge about the dynamics of change in these societies, and one reason our understanding of these areas has been so superficial is that we have persisted in our attempts to do it alone.

If the propositions just stated make sense, then clearly any national facility for the strengthening of Asian (or other area) studies should be established in such a way, and so located, as to facilitate *international cooperation* in the achievement of its objectives. This implies not only a willingness to consult in advance with scholars from other parts of the world but, indeed, to bring them into the planning process from the start in such a way as to make certain that their natural interests are fully considered in the creation of new institutions and the adoption of their governing policies.

### 4. SOME OPERATING ASSUMPTIONS

A national (or international) approach to the strengthening of Asian (or other area) studies should not be at the expense of university-based centers. Quite the contrary, a truly effective national facility outside the boundaries of any one university would be able to provide invaluable services to any, or all, universities so that each could do a better job of combining instruction on foreign areas with basic preparation in the disciplines, for professional careers, and in relation to pressing public problems. Among the techniques that could be used to achieve these goals are the following:

A. *Curriculum and teaching materials.*—One of the perpetual concerns of teachers is the need for improved teaching materials. Most teachers are too busy to spend much time preparing new materials, and they are often also ill-equipped for this purpose. In fields where the potential student market is not large, textbook publishers are also reluctant to finance production. Consequently the teaching materials available for courses which attract few students are often makeshift improvisations.

One of the essential functions of a national institute or center for Asian studies ought, therefore, to be the preparation of suitable texts and related *teaching materials*. Of course to the extent that student demand exists, there would be a market and sales could generate funds to be ploughed back into the budget of the institute. Publishers could also be used as intermediaries, paying royalties to the institute, and handling sales and production costs whenever the market was large enough.

Curriculum materials can, of course, be designed for *all levels*. Not only undergraduate instruction, but also materials for primary and secondary schools, and for teacher training, could be prepared, working closely with experts on curriculum and teaching problems at each level. The lower the level in the school system, the more area materials need to be integrated into broader subjects rather than taught separately. Thus one might expect to find materials on Chinese history included in a World History course at the high school level, and made the basis of a separate course only at the university level.

Programmed learning techniques, especially for *language study*, could also be used by experts at a national institute. Consequently, for example, students might be able to study any world language at institutions of their choice. They might attend intensive language courses sponsored by a national institute during one or two summer sessions. During intervening years, they could continue study by themselves, using language tapes and other instructional materials, meanwhile sending transcriptions of their work to the national institute for evaluation of progress. Eventually, if they were serious language students, they would spend some time in a country where the language is commonly spoken in order to perfect their command of it. By this means they could combine language training with study of other subjects at whatever university seemed best able to meet their needs. A national institute would also, of course, prepare materials for the general public, and especially for opinion leaders and Americans working abroad.

B. *Student subsidization*.—The Foreign Area Fellowship Program, sponsored by the Ford Foundation, through the SSRC, should surely be continued and strengthened. It enables students from any university who have shown exceptional capacity for and ability to study and do research in a selected area to go there for advanced study. The same principle might be used by a national institute, either independently, or through grants administered by the FAFP. This would have the effect of enhancing, in a relatively controllable manner, the supply of new graduates skilled in the study of selected areas of the world.

The NDFL principle is complementary to that of the FAFP. It enables recipient institutions to attract students who wish to enroll for residential study programs. If a national institute for Asian studies were to administer a program of this type, it could *assign fellowships* to selected universities so as to increase the number of students participating in any program that the institute wanted to strengthen, thereby contributing to the strengthening of selected centers of excellence.

C. *Research grants*.—Another important way to strengthen a teaching faculty is to provide funds for institutional support of research. A double objective is thereby achieved: the institution can attract, support, and hold a larger and more able faculty than might otherwise be possible. Secondly, it will contribute to the common stock of knowledge.

Under Title VI, the NDEA program makes grants to *area centers* which are used to stimulate research, improve teaching, and enhance interdisciplinary coordination. However, it is my impression that Title VI funding is rarely if ever substantial enough to support major research projects such as are funded by the National Science Foundation, for example. Moreover, given the wide range of areas and disciplines that the NDEA staff has to monitor, plus the fact that its staff consists essentially of administrators rather than researcher, it is not surprising that NDEA avoids, for the most part, substantive decisions about research projects.

However, if a *national institute* were to engage in research, it would have on its own staff persons highly qualified to judge the projects of scholars located at different universities. A prototype of such a staff can be found at the Russell Sage Foundation, where scholars in residence conduct their own studies, while also stimulating and giving advice on studies carried out at universities with support from the foundation. An institute serving a national purpose might, accordingly, decide to allocate a certain amount of money for research on, let us say, Cambodia. It would not only carry on its own research, but advise on additional studies to be carried out on campus. By splitting available funds between "in-house" research, and contracted university-based research, a continuing partnership between scholars in the institute and on campuses would be maintained

If this pattern were followed, it would also be possible to choose between inviting a scholar to come to the national institute as a visitor for, let us say, an academic year; or subsidizing his research in residence; or financing a field trip. One consideration in making such grants would clearly be the *institutional context* of the candidate, whether or not he had colleagues with whom he needed to work, and whether the host institution could help cover expenses.

I believe that it would be quite feasible for a national institute, working as the institutes in the East-West Center now work, to ***strengthen selected universities*** for the study of particular areas, and to do so gradually, responding to opportunities and campus-based initiatives, without having to make conspicuous and apparently arbitrary choices among universities. Moreover, insofar as the beneficiaries of research grants could be widely distributed geographically, the political basis of support in Congress for such an approach would surely be enhanced.

D. ***Visiting Staff Appointments***.—In addition to research grants from a national institute to scholars based at a university, the institute could use another option to protect and enhance centers of excellence at a few universities. It would arrange for its regular staff members to spend some time as visiting professors at a university thereby following a good precedent already established by the American Universities Field Staff (AUFS). Indeed, any institute should expect research staff members to spend a good deal of their time away from headquarters, partly in the field conducting research, and partly at cooperating universities.

In this respect the campus-based activities of institute staff members would resemble that of current AUFS personnel. They might visit several universities interested in the area they cover, but the number would be fewer than those included in AUFS itineraries. They would also, on occasion, want to remain *in residence* for a full semester or a year, taking on regular teaching assignments. If institute staff members visited universities and gave lectures, they would soon become well known locally, and would receive invitations to stay on campus. A cost-sharing basis could be used, whereby the host university would cover part of the salary of a visitor, and the institute paying the rest.

By a judicious combination of new teaching materials, research grants to resident faculty, visiting staff, and student fellowship awards—augmenting cash awards to area centers by the NDEA under Title VI—it would be possible for a national institute to contribute much to the strengthening of a few carefully selected ***centers of excellence***. The selection of these centers would evolve gradually, and would appear to be much less arbitrary than the much feared designation of major centers under the revised NDEA formula, as now projected. It should also be much more attractive to Congress than the plan now contemplated by the IIS.

E. *Seminars*.—The present context for making decisions about university-based centers of excellence hampers cooperation because scholars at leading institutions often meet one another in a context of scarcity where each is bidding for a maximal slice out of a finite pie—he feels he is playing a zero-sum game. The general ambience of the area studies associations normally militates strongly in this direction.

Although it has some counter-productive features, the Southeast Asia Development Advisory Group (SEADAG) has pioneered in establishing international substantive or problem oriented seminars which can generate ***countervailing forces*** against the zero-sum psychology. Let us suppose that a national institute for Asian studies would sponsor seminars, some on a single country, and others on problems that are widespread in Asia, using a comparative approach. Participation would be based on substantive competence rather than institutional affiliation. The institute could enable seminar participants to undertake field research, or to visit the site of the national institute as scholars in residence.

If this were done, the seminar participants would soon come to feel a much stronger ***identification*** with the national (and international) interest in the problems under study than they would with the particular universities at which they happened to be employed. They would then become more detached in thinking about the institutional interests of their universities and more committed to a professional concern for the field or subject, viewed nationally (or internationally).

I believe, therefore, that a program of general seminars on selected problems within the general scope of an institute's program (e.g., Asia studies) would not only contribute significantly to the enhancement of knowledge and competence on the chosen topics, but it would make it much easier to allocate scarce resources among competing universities in a rational manner.

### 5. STRATEGIC IMPLICATIONS

Whether or not the Mink bill can be enacted, or other legislation designed to implement the ideas put forth above can be introduced, it is important to consider the organizational means by which these proposals might be successfully carried out. Certainly a wide range of private and public agencies need to be considered—and consulted—in this connection. I do not propose to discuss this topic in the present memo, however. I believe we should first direct attention to the major substantive issues. Once some degree of consensus has been reached on these issues, we ought then to be able to move ahead to consider the practical and strategic problems that would be involved in any effort to implement these ideas. Clearly the most promising general ideas could be completely nullified by inept execution. The greatest care must therefore be given to the strategic, the organizational and financial, the administrative, aspects of the questions raised by the Mink bill. However, that should be done at a later stage—meanwhile let us focus our attention on the central issues of principle as they have been raised above.

Mr. BRADEMAS. I note that one of our witnesses has indicated he must leave early and has therefore asked to be heard now. Mr. Witeck.

## STATEMENT OF JOHN WITECK, EDITOR, UNITED PUBLIC WORKS, HONOLULU, HAWAII

Mr. WITECK. Mr. Chairman and committee members: My name is John Witeck. I am a former East-West Center grantee and am presently on the staff of Youth Action, Inc., a local funding agency without money, and the United Public Workers.

I would like to commend Representative Patsy Mink for introducing H.R. 6168, for not only does it seek to point out and fill an important need of this University and the State and Nation, but also it raises the corollary question as to why the East-West Center has not or cannot meet this need.

Before discussing that latter question, I would first like to state my own qualified support for H.R. 6168. We need a good Asian studies center in Hawaii; it is outrageous that we don't have one yet, being located in the center of the Pacific and having some high-calibre Asian scholars already on our teaching staff. A high percentage of our local people are of Asian origin, yet by the nature and content of our educational system we might as well be living in Kalamazoo, Michigan.

We need a real Asian studies program, but we don't need it under U.S. Government control and operation. A truly international studies program should be under international control, say that of the United Nations and UNESCO. Such international sponsorship would command more respect and wider participation in the institute's program, and would make it much more of a neutral meeting ground for Asians and Westerners. To keep it under U.S. Government control is to repeat the mistake of the East-West Center, even though the Department of Health, Education, and Welfare may not be as heavy-handed as the

State Department in intimidating dissent and preventing real dialog on issues and problems.

You might be inclined to argue that if the sponsorship is to be international, so also should the costs be shared by all the participating countries. Frankly, I feel the United States has already made enough off Asia and the rest of the Third World to be able to afford a little philanthropy with no strings attached—though other countries or the U.N. could give as they wished. But this should not be required by a country that uses over 50 percent of the world's resources with only 6 percent of the world's population. It's time to give back much more.

Let me also say that any institute on Asian studies should not be an ivory tower concern. It should engage the concrete and real problems of both Asian and Western peoples; it should not put an ideological straitjacket on people, and should not confine itself to merely scholars and experts as participants. After all, if the scholars and experts had the right answers, the world would probably not be in as great a mess as it is now. Let's avoid an elitist, self-serving, degree-questing type of participant, and strive, like our own local ethnic studies program, to gain real grassroots participation.

I have said we need this institute. That is true, but we also need other even more basic things here in Hawaii. We need housing, land, more fulfilling jobs, mass transit and a sound ecological policy. We need to halt Hawaii's role in the bombing of the people of Indochina (who are targeted daily at Hickam AFB on this island). Unless we do some of these latter things, land reform, housing, ending the war, it is insane to speak about "promoting understanding" between the United States and Asian and Pacific nations, or to name Hawaii as a suitable place for such an Asian study group.

One of the major reasons I support this bill is because the East-West Center's track record is so appalling; we need an alternative, or, better yet, a replacement. Why not save ourselves huge new construction expenses and turn over the present facilities of the East-West Center to this new institute? That would be the best and most economical course of action.

My reasons for recommending such a plan are many, and it would be too time-consuming to go into them all. I have elaborated on this subject in an article I wrote for the Hawaii Pono Journal entitled "The East-West Center: An Intercult of Colonialism." I would like to submit along with my testimony one of the few remaining copies of this article and request that you include it in your subcommittee's report of this hearing, if your chairman, Mr. Brademas, would so order.

In closing, I would like to share with you the conclusion of that article and make a few comments:

"The Center's past serves as its present indictment. Its future promises more of the same. Its unsavory affiliations, its acquiescence and complicity in U.S. foreign policy, its intimidating environment, its technological and technocratic bent, its 'Free World' mythology and liberal suppositions, its elitist nature, its tourism promotion seminars and modernization conferences, and its firm stance for the status quo make the continued existence of the East-West Center intolerable. Who can estimate how many have died and suffered as an indirect or direct result of its allegiances, its counterinsurgency training programs, and its false benevolence? Its claim to innocence and neutrality are a mockery. Its role in fostering, promoting, and institutionalizing a Pacific Rim strategy aimed at increasing U.S. profits and control augurs disaster for the target peoples of the Pacific.

"I once felt the Center was merely an escape, a victim of circumstance, a tragedy of unachievable idealism, an apathetic or frightened eye in the hurricane's center. Now I am convinced it is both victim and executioner, both a product as well as an implementer of cultural and economic imperialism, a true intercult of colonialism.

"The East-West Center does not stand alone in this role: In fact, it is probably one of the lesser collaborators. The University of Hawaii is also deeply implicated in this whole sordid strategy, as are many other leading and prominent institutions, organizations, and corporations in this State.

"But I have addressed myself to the Center, a place I once loved as my home as an invaluable training opportunity for service to the world's people. But of the Center I must conclude that it does much more disservice than service to the world, and for that reason, it should and must be abolished. There are many homeless people, poor people, and Third World people here in Hawaii whose use of these facilities to create a humane, international community would be more justified than their current use, and would more fully achieve the Center's self-stated ideals of promoting peace, understanding, and brotherhood among men. If the Center were to acknowledge the truth of these assertions and make amends for its past treason to its ideals, my verdict might be altered; otherwise, it must face the consequences."

Congresswoman Mink, Congressmen, these are strong words, and I am afraid you may not understand all that I feel unless you get a chance to read that article. The accusations and their substantiations come across clearly: The center is racist, and sexist in its operations: it is dominated by the State Department which also controls the quota of how many come from which countries: it caters to middle class or more wealthy participants and almost totally neglects the poor: it stifles dissent, and evicts its so-called trouble-makers with little regard for free speech: it has engaged in AID counter-insurgency programs through its contracts office, particularly small arms training and police training programs in countries like Thailand and Indonesia: its recent development of problem institutes are merely more sugar-coated, highly touted, and expertised experiments and programs in social control and manipulation—none of them deal with the basic causes of poverty, racism, hunger, and exploitation. The cumulative effect is that the center is a front of U.S. foreign and economic policy, paving the way for U.S. capital penetration and serving the needs of America's corporate empire for the labor and loyalty of a trained middle class of clientele Asians and Pacific islanders. Committee members, this is the crassest form of education.

Perhaps you can stop this and create something much better and truer in its place. I hope so.

Mr. BRADEMAS. Thank you very much, Mr. Witeck.

Mrs. MINK. In reference to this article, portions of which you read, would you tell us the date that that article was written?

Mr. WITECK. It was written here in 1969, in September maybe.

Mrs. MINK. Was this before or after the changeover to the problem-oriented institute?

Mr. WITECK. It was about 1 year after.

Mrs. MINK. So your observations are reflective even of the changes that have occurred at the center?

Mr. WITECK. Yes, they are. I think the article, as it exists, more aptly discusses 1968. The period under (Chancellor) Kleinjans is not considered in depth, and I hope to bring out a second article on that later. Just briefly I'd like to say that I think the changes introduced in the center are much worse than as described in the first 7 years that the article covers. It's much more sophisticated, much more clever. I think it's more subversive than the center in the past. You won't have small arms training programs, but you'll have something with a euphemistic, neutral sound to it. I think the kind of people you have heading up the institute are basically people with counter-insurgency backgrounds in Indochina and I don't think you have the kind of humane people that are interested in humanities, so that I think your program is an improvement.

Mrs. MINK. And yet you state in your testimony that you do not believe that even the kind of institute that I'm proposing would work?

Mr. WITECK. I think it would work if it was under international control and if it avoided the mistakes the East-West Center has made.

Mrs. MINK. You don't think that the U.S. Government could support an institute such as I have mentioned, to create, and make it serve the kind of purposes for creating a better world in your opinion?

Mr. WITECK. I think HEW would be much better than the State Department, but as long as we're doing it why not command more respect from the world's people and put in under international control? I think the United States could set a great precedent when they create the next center like the East-West Center if they'd place it under international control.

Mrs. MINK. The institute that I'm proposing is something which would really be basic in our country, served by and for Americans in this country, to enlarge the understanding of the people here; it does not have that kind of multinational aspect that you're talking about, so I can't see the relationship. What I'm trying to do is to enlarge our own people's understanding of Asia.

Mr. WITECK. I think if Americans are truly going to learn from Asians, we have to have Asians among us, and if you want the broadest participation from Asia I think if it's strictly under U.S. Government control many nations and representatives from Socialist countries in Asia would not participate and I think we need the Chinese students and professors here as well as just the Taiwanese. I think we stand a better chance of getting this kind of participation under an international arrangement. But I do think your proposal is a great improvement over the present plan.

Mr. BRADEMAS. Thank you very much, Mr. Witeck. The next witness is Dr. James Wang of the University of Hawaii.

## STATEMENT OF DR. JAMES WANG, SOCIAL SCIENCES DIVISION, UNIVERSITY OF HAWAII, HILO COLLEGE, HILO, HAWAII

Dr. WANG. Mr. Chairman, I'll read my prepared statement. It shouldn't take more than 5 minutes.

Mr. Chairman, my name is James C. F. Wang. I am an assistant professor in international studies and political science at the University of Hawaii at Hilo. I was formerly the admissions officer in charge of the selection and recruitment of scholarship students at the East-West Center.

I am here to offer my testimony in favor of H.R. 6168, a bill proposed by Representative Mink of Hawaii to amend the International Education Act of 1966 so as to provide for the establishment of an Asian studies institute at the University of Hawaii.

First, there are a number of reasons why an Asian studies institute should be established here at the University of Hawaii. The speakers who preceded me have presented some of these reasons so I shall not repeat what they have so ably stated here this morning. However I would like to emphasize the following points: (a) That Hawaii has a "miniaturized" Asian setting. Reference has been made to the fact we are one-half Asian and one-third Polynesian. Its cultural heritage and the background of its people provide the ideal milieu within which to study about Asia and the Pacific, and (b) that this university as a whole has gradually over the past decade built more than adequate resources, both in terms of facilities and personnel, for a center for Asian studies. In other words, the resources here are rich and ready made so that it does not require a heavy initial investment or funding for the establishment of such a center. What I am trying to say here is that we can add on and expand the solid basis that this university has already built for an immediate "take-off" in Asian studies for the Nation as a whole. The above are what I consider the unique features in the argument for a national institute on Asian studies to be based in Hawaii.

Second, I would like to devote the next few minutes to three specific program areas which I think an Asian Studies Institute located in Hawaii can consider immediately:

1. *Elementary and Secondary School Teacher Training for enrichment of school curriculum in Asian Studies.*—Anyone who is familiar with the plight of non-Western cultural studies in our school systems throughout the country can testify to the fact that the Asian studies, in our public schools particularly, suffers from a lack of trained teachers. Many public and private schools in the country want to introduce the element of Asian culture into the curriculum. But they have not been able to do so for the simple reason that it is very difficult for the principal to find among his existing faculty someone who can teach something about Asia or the Pacific. The same situation exists in many small liberal arts colleges. One contribution that the proposed Asian Studies Institute can make is to provide sabbatical leave or sabbatical leave grants to experienced and/or young teachers in elementary and secondary schools or in the community colleges to enable them to acquire the additional training in and exposure to studies of Asian culture and languages. Representative Mink introduced a bill

(H.R. 919) at the first session 92d Congress, which asked for the establishment of a Federal sabbatical program to improve the quality of teaching in the Nation's elementary and secondary schools. It seems to me we can devise a way by which the concept of teacher sabbatical grant contained in Representative Mink's teacher sabbatical bill might become an on-going program in the proposed Asian Studies Institute.

Of course, the institute could also provide awards and grants for the development of curriculum and instructional materials on Asian studies in school.

Such adequate funding programs can be developed so that students and teachers in social studies can be brought from various parts of the mainland to Hawaii and together they can try out new curriculum and materials for teaching Asian and Pacific studies. And this is a much needed additional service which could be founded by an institute of this sort.

Another program is in the area of global perspective on Asian studies. Interest and concern for Asian studies are not limited to scholars and students in the United States. We find many similar programs in other countries: European and Latin American countries primarily. How other countries tackle the problems of teacher training, facilities, and organizational and research resources for the study of Asia should be of immense interest to us. In many respects our efforts in promoting understanding about Asia and the Pacific is dependent on the materials, experience, and scholarship of specialists in other countries who have different perspectives than we do. Global perspectives on Asian studies should challenge and replace parochial views. The proposed Asian Studies Institute could initiate programs which are aimed at seeking cooperation with scholars in other countries, not just those of Asia and the Pacific, in terms of research conferences, collaborative research projects jointly undertaken by a number of scholars and specialists from a number of countries on a global basis. Thus the Asian studies programs operating under the auspices of a national institute could include scholars from countries such as Great Britain, France, Germany, Canada, or the Soviet Union—now we do have an agreement with Moscow for cultural and educational exchange. I should point out here that the East-West Center's operation is restricted to the Asian-Pacific triangle and, therefore, lacks the global perspective.

3. *Asian Studies Program and the Businessmen.*—Imaginative programs need to be developed by the proposed institute so that those who are engaged in international commerce and business can also be involved in Asian studies. In a paper read at the 1970 meeting of the Association for Asian Studies by Richard Lambert, a member of the South Asia Regional Studies Department at the University of Pennsylvania, it was pointed out that only in Latin American studies, and perhaps to a very limited extent in the Middle East studies, have businessmen become involved either as supporters or consumers of the graduates of language and area studies programs.

Many other imaginative programs, I believe, could be undertaken by the proposed national institute on Asian studies—a national institute which would be free from the interference and pressure by the

State Department which is responsible for the conduct of our foreign affairs. I urge strongly that this subcommittee give H.R. 6168 its serious consideration. The greatest merit of this bill lies in the fact that it provides a truly independent national institute dedicated to the promotion of interational education.

In conclusion, I would like to thank you, Mr. Chairman, and members of this subcommittee for giving me this opportunity to testify in support of Representative Mink's amendment to the 1966 International Education Act.

Mr. **Brademas.** Thank you very much Dr. Wang for a very interesting statement. I'll just make one observation. I saw your statement about the importance of involving ourselves with scholars from other countries who are authorities on Asia. That reminded me of the last time I was in Hawaii, in 1963, on my way to a conference in Kuala Lumpur, on Asian-American educational and cultural exchange. What particularly astonished me at that time, was that it took a visit by the Americans to bring together a number of Asian scholars who had never met one another although they were neighbors in that part of the world.

I was quite struck by how little intercourse there seemed to have been among themselves in Asian studies. I take it from what you've said that that deficiency may have been repaired to some extent in the last 10 years. Is there a good deal of dialog today among Asian scholars themselves, leaving the Americans to one side?

Dr. **Wang.** Well, yes; there is some dialog among Asian scholars here at the Center—let's be fair about it. But what I am addressing here this afternoon is that we need to expand this dialog not only among Asian scholars, between Asian and American scholars, but between and among scholars from many parts of the world. I am suggesting that the dialog among scholars should be expanded to a global basis, not just limited to Asian and Pacific countries as the East-West Center has, by the enabling act of Congress, been restricted in its operations to the Asian and Pacific triangle.

Mr. **Brademas.** Mrs. Mink?

Mrs. **Mink.** No questions.

Mr. **Brademas.** Thank you very much Dr. Wang for coming. Our next witness is Ms. Marion Morgan of the East-West Center, University of Hawaii.

## STATEMENT OF MS. MARIAN MORGAN, EAST-WEST CENTER, UNIVERSITY OF HAWAII

Ms. **Morgan.** Mr. Chairman, I want to read a brief dissertation I have.

Any new institute for the study of Asia would help to remedy the appalling scarcity of institutions and support for the study of Asia in this country. From the fifth grade on most school children have an opportunity to study a European language, and to take European history or civilization classes. If there are any elementary or high school classes pertaining to Asia they are sure to be optional and likely to be entitled non-Western history or civilization, a negative, haphazard description that demeans and blurs the distinctions between the nations of Asia, Africa, and Middle East, and whatever other nations are included. The instructors for these courses are, like as not, hired for their ability to teach other subjects—the history of the United States or of Europe for example, and the fact that they have some interest in the ability to teach Asian history or civilization is seen as a secondary skill which may or may not be taken advantage of.

This pattern of ignoring or lumping together Asian nations continues at the university level. Again the interest in and funds for setting up Asian language and other courses are miniscule compared with interest in and support for European language, literature, history, and other courses which focus on Europe.

What is the result of this situation? Ignorance, stereotypes, and condescension. For most of the population in this country, Asia itself is less a subject of study and interest than is the role of Americans in Asia. What wars are we fighting? What problems are we attacking? Which leaders do we support? What programs do we urge upon them? It is this kind of study and focus that I suppose makes us comfortable in so far as we look for and find familiar problems and principles that we feel able to deal with or support.

The proposed bill would establish an institute that would not be concerned with finding a role for Americans in Asia. Neither Asian nor American participants would be placed exclusively in the position of giver or receiver. There are great differences between the levels of technology in most of Asia and in America, differences which often lead to the exaggeration of this country's ability to deal with situations—wars and other "problems"—that arise in Asia, and which tend to create a general feeling of superiority in the United States. But in the areas of religion, philosophy, literature, music, and the visual arts, the West can make no claim to superiority. It is in the humanities that we find the expression of something living and warm and human. The study of this expression as it has developed in East and West provides us with the best hope of mutual understanding, respect, and fellowship, and a chance to counteract the effects of a different and more destructive kind of relationship.

Mr. **Brademas**. Thank you very much, Ms. Morgan. I must say I'm very sympathetic to what you have just said.

I find myself appalled every time that I learn another Holiday Inn is going up. Now I understand one is going up in Moscow and there is one in Bangkok. I have told a friend of mine that if he really wants to make a contribution to our Republic, he ought to see if he can't franchise some Japanese Inns all across the United States. They would be far more attractive than most of what now passes for motel facilities, at least in my State.

I do think, if I can just make one other observation, that while I agree with you that the pattern of lumping together Asian nations continues at the university level, we do this also with respect to Latin America and Africa, in very large measure. Europe is about the only part of the world in which we don't think in that fashion. Mrs. Mink.

Mrs. **Mink**. I have one question. In your opening paragraph, Ms. Morgan, you made reference to a school program. Were you speaking specifically about school programs here in Hawaii or in your experience in some other parts of the country or just generally?

Ms. MORGAN. I didn't attend elementary and high school here, I attended in Wisconsin, and I took one of these non-Western civilization courses at the time; so that's been my understanding and my experience.

Mrs. MINK. Thank you very much.

Mr. BRADEMAS. Thank you very much, Ms. Morgan. Our next witness is Dr. Beatrice Yamasaki of the University of Hawaii.

## STATEMENT OF MISS BEATRICE YAMASAKI, CHAIRMAN, SPOKESMAN FOR DEPARTMENT OF PHILOSOPHY, UNIVERSITY OF HAWAII

Miss YAMASAKI. Mr. Chairman, I would like to present this testimony as chairman of the department of philosophy. I shall present a revised and edited version of the testimony submitted to you earlier.

The department of philosophy strongly urges favorable consideration of this bill which calls for the establishment of an Asian studies institute in Hawaii. Various arguments in support of such a bill may be set forth.

For example, arguments may be made concerning problems of general nature and concern to promote understanding between the United States and nations of Asia and the Pacific. Hawaii is geographically and culturally a cosmopolitan stepping-stone to both the East and the West. The University of Hawaii has a sound foundation in terms of programs, courses, faculty and students in Asian studies. Instead of dwelling upon reasons such as these, I should like to devote this time for testimony to indicate other factors brought to mind when one contemplates the working of an Asian studies institute.

For one thing, such an institute would have the valuable effect of providing opportunities for Asian and non-Asian scholars to share knowledge and insight on a common basis, in a way that is quite unique. In the special case of study of cultural values, arts, and languages, both Asian and non-Asian participants can become intellectually and culturally enriched through intensive exchanges and discussions of aspects related to their respective cultural heritages. It would not be a matter of having one individual of a given nation imparting technological knowledge to one of another nation; this very valuable project is already being accomplished by the East-West Center. Rather it would be a matter of mutual sharing and interchange of cultural knowledge and traditions, a process which could lead to better understanding and appreciation of one's own heritage as well as that of others. Such cross-learning can prove only to be beneficial for all participants concerned, not only in an academic sense, but also in the sense of affecting current patterns of cultures and societies, which are after all, living and subject to change. The potential productivity of this institute in facilitating and creating new cultural dimensions between the United States and Asian nations, with which it will have never-ending ties, cannot but help to have many practical, political, and social benefits for this Nation in its complex relations with the peoples of Asia.

Second, an Asian Studies Institute could provide for the holding of special events as conferences or seminars on relevant topics, in addition to its regular schedule of courses and research projects. Such events would mean making fuller use of the scholarly resources available through the Institute and, more importantly, extending the work of the Institute beyond its physical boundaries. The Department's experience with East-West Philosophers' Conferences spread over a period of 30-odd years, has shown that ideas generated and scholarly contacts established during these conferences flourish and develop in the future through lectures, publications, and correspondence far beyond the limits of this university's setting and the Nation itself.

It is to be further noted that conferences of this kind have attracted the support and interest of members of the Honolulu community at large as well as of universities, local, national, and international. At the 1964 East-West Philosophers' Conference several hundred persons attended its sessions. The vast majority of these were, of course, from Honolulu, but close to a hundred came from such places as India, Hong Kong, Taiwan, Japan, Canada, Switzerland, and the mainland. They filled the hall, where almost nightly sessions were held; and when it came to the public lectures, it was standing room only at the Kennedy Auditorium. It should be borne in mind, too, that this interest was shown long before the mainlanders and local residents began to look to Eastern cultures on a wide-scale basis. If conferences in East-West philosophy can generate such an enthusiastic response in 1964—bearing in mind the fact that philosophy has a false but unfortunately widely held reputation of being abstruse and irrelevant—how much greater response would there be to the establishment of an Asian Studies Institute at this time, which would include study and research not only in the area of philosophy but also in the areas of art, architecture, history, language, literature, religion, as well.

In closing, I wish to point out that this testimony has made reference to the experiences of the philosophy department simply as a way of providing some concreteness to the issue under examination. I hope that this departmental testimony along with others submitted will lead to affirmative action by this committee on the bill proposed. Should this bill become finally enacted by Congress, we should then have a vital center for students and scholars from the United States and Asia to learn from one another and to test their ideas and values in the process of creating and molding their own cultural experiences. Such cross learning can only raise the quality of American life. Thank you very much.

With your permission, Mr. Chairman, I should like to supplement the preceding testimony with pertinent information which to some extent might answer your concern for specific evidence of local interest, local support, and initiative. May I do that?

Mr. Brademas. Of course. I hope, Dr. Yamasaki, that you will submit anything along those lines which you feel may help reassure the chairman of the subcommittee that the people of Hawaii are really interested in Asian studies.

Miss Yamasaki. May I add something?

Mr. Brademas. Yes, please.

Miss YAMASAKI. I'd like to point out, first of all, that this department of philosophy is unique in that it is the only academic department in the United States, and perhaps in the world, to offer Ph. D degrees in Eastern philosophy and comparative philosophy. Our Ph. D. program was initiated in 1961. The department sponsored its first East-West Philosophers' Conference in 1939 and this was cofounded by a former president of the University of Hawaii, Gregg Sinclair, and the former chairman of the philosophy department, Charles A. Moore. Subsequently these philosophers' conferences were held in 1949, 1959, 1964, and 1969. These conferences grew in magnitude, all the way from a handful of scholars to perhaps 150 or more registered members and were held over a period of 6 weeks. Now there are several outgrowths from these conferences starting with the Philosophy East-West Journal, a quarterly journal established by the 1939 conference. This journal has managed to survive despite inadequate funding at the very beginning. Also, conference books have been published by the University Press and the funding costs for the 1964 and 1969 conferences were provided by local business and professional firms and individuals. Now the budget for each of these conferences was somewhere around $100,000. In more recent years the department has gone in the direction of sponsoring smaller annual conferences beginning about 1968, and the 1972 conference was again funded by local business and professional men. As a last point I would like to indicate that in the department's proposal at a recommended program we have asked for the establishment of a special M.A. degree program in Eastern philosophy for those who wish to obtain a second advanced degree in this particular field. We are only waiting for approval by the university for budgeting it.

Mr. BRADEMAS. Thank you very much. Mrs. Mink.

Mrs. MINK. In terms of the East-West Center conferences that are held, I think they have made a tremendous contribution not just to our community here but to the country and nationally. You stipulated that the private resources, business resources have funded these conferences; could you specify more in detail which private sources have made these contributions?

Miss YAMASAKI. Well, these funds were obtained under the direction of Dr. Hung W. Ching and he contacted various business firms and we had several of the banks contributing, law firms, and professional men, doctors and various other interested individuals; some of them were simply citizens who were interested in the area of philosophy. I regret I can't recall the names.

Mrs. MINK. Was there any university support or has there ever been any university support for any of these conferences in terms of funding?

Miss YAMASAKI. In terms of funding, well, there has been support this year for the 1973 conference: we'll be receiving support from the East-West Center as well as from the graduate division and we have the use of the NDEA funds for some of our smaller conferences and, of course, the university has contributed. The university has approved of a lot of faculty appointments in the area of Eastern philosophy and it has contributed its facilities.

Mrs. MINK. But there has been no direct funding from the university or from the State government for the support of your East-West Philosophy Conferences?

Miss **Yamasaki.** Not in recent years as far as I know, but I am not so knowledgable about this. I regret that the director is not here to help me out. I do know that prior to 1964 Dr. Moore asked for funds from various national and local foundations and this is the way the early conferences were funded but I'm not sure whether at that time the university made any contributions or not.

Mrs. **Mink.** That is all I have.

Mr. **Brademas.** Thank you very much Dr. Yamasaki. Our next witness is Mr. Arthur Crisfield.

## STATEMENT OF ARTHUR CRISFIELD, PRIVATE CITIZEN, HONOLULU, HAWAII

Mr. **Crisfield.** First I want to thank you and the honorable members of your committee for making this fine effort to come to Hawaii to hear testimony on this important idea. I have a prepared statement I wish to read.

Numerous authorities have given enough figures to justify the establishment of an Asian Studies Institute on the grounds of the academic, political, and economic needs of our Nation. There is a higher need, however, which requires our attention. Instead of justifying the need for this number of Asian historians or that number of China specialists, I would like to talk, rather, about how we should know Asia.

I would like to think that America needs an Asian Studies Institute because Americans need to know Asians personally and not only because we need so many anthropologists or linguists. Many Americans still think of Asia as a mysterious land, full of inscrutable, even treacherous, people. Too many of our fellow Americans shudder to think of walking down a street in Tokyo or Bangkok. Quite often we hear unbelievable stories about strange foods and weird rituals based on the casual observation of a passer-by which become our impression of Asia. Yet why do so many Americans love Europe and yearn to visit the fishing villages of Cornwall or the happy fiestas of Spain? Because they can relate to the people and enjoy the experience of learning more about those whose culture is already familiar.

We must make it possible to feel this way about Asians. And not simply Asians as if they were some single group any more than Europeans comprise one single group. We need to learn how to enjoy the company of Koreans from Pusan or Indonesians from Jogjakarta.

Let me introduce some friends of mine who are students at the University of Hawaii. They come from Laos. Sirisom Khonthapane comes from Luang Prabang, the royal capital of Laos. She is preparing to become a teacher in a new comprehensive high school, the first of its kind in the history of Laos. Paou Bliatout is from Xieng Khouang on the Plain of Jars. He is a Hmong, a group commonly referred to as Meo, the majority of whom are refugees from the fighting for the hills and valleys of northern Laos. Paou is planning to enter the public health service when he returns.

Without trying to embarrass or flatter them, let me say that the Lao are a supremely gentle people, quick to smile and laugh, a people with great love and affection for their fellow man no matter what his origin. The skillful use of the Lao language, especially in song and rhyme, is highly prized by all Laotians. What a wonderful thing it would be if we knew Laò and could join the spirited repartee that Laotians enjoy so much.

Asians are reaching out to us, not for goods or prestige but for friendship, to be loved as individuals. Do we need their friendship for military, or political, or economic reasons? We need it for our own well-being and emotional involvement. Many Asians who have lived in America as exchange students and visitors understand us better, often, than we ourselves. How much better we could understand how Asians see us if we tried to understand Asians. We are depriving ourselves of one of life's most wonderful experiences, the thrill of a new friendship, by not allowing ourselves to know and learn from Asians, to appreciate their hopes and fears, to study their beliefs and principles and to share in their way of life.

Honorable members of the committee, we simply cannot allow ignorance to build a wall about us based on fear and contempt, a prison which can only serve to destroy our hearts and minds.

We need an Asian Studies Institute in the broadest interpretation of the name. We need to know the thoughts and emotions of individual Chinese and Cambodians and not for the purposes of exploitation or manipulation but for understanding and love.

I have talked with some of our highest advisers to Southeast Asia, people whose salaries are second only to the ambassadors. Some of them have been there 5, 8, even 10 years. But I am ashamed to say some of them continue to say things like, "Do you think their language is really capable of expressing the concepts and techniques we are trying to put across?" or, "I just love these people, they are so willing to learn."

As someone who has had the opportunity to learn so much from the Thai and the Lao people, I submit that we do ourselves irreparable damage if we give in to the total cultural imperialism which our technical superiority has led to, a technical superiority which abhors the individual and which seeks to program us from birth to death for the sake of speed and efficiency. I dare say there is a host of skills and techniques for the basic activity of enjoying life which we can learn from Asians.

Honorable members of the committee, the future of your children and grandchildren perhaps even of all of us here lies in your hands. As our representatives, you have the power to reset our course for a future when individuals will count for more than programs, when Americans will treasure the friendship of Asian individuals rather than the dependence of Asian markets and when fear, contempt and hatred will turn into respect, admiration, and love. Thank you.

Mr. BRADEMAS. Thank you very much, Mr. Crisfield, for a most provocative statement. I just have one question. Mainly I'm curious about your own interest in Asia. Were you in the Peace Corps, or how did you find yourself in that part of the world?

Mr. CRISFIELD. Yes; I was an English teacher in northeast Thailand.

Mr. BRADEMAS. As a member of the Peace Corps?

Mr. CRISFIELD. Yes.

Mr. **Brademas.** The impression I have, and I may be wrong, is that the Peace Corps has, in its years of existence, done a far superior job in teaching Americans foreign languages than has the Foreign Service Institute in teaching our prospective Foreign Service officers. This may have been true because you all intended to live with the people in the countries in which you were serving. Would that be a fair generalization or am I wrong about that?

Mr. **Crisfield.** I think language learning has a lot to do with the individual and the situation where he's learning. It's far easier to learn the words for hot coffee if you have hot coffee in your hand. It's far easier to develop facility in languages if you are motivated by the speakers of that language and if you are living with them and mingling with them. Certainly the Foreign Service Institute has had great success with many people in teaching languages to Foreign Service officers but I think for speed and motivation it's probably easier overseas.

Mr. **Brademas.** Thank you very much. Mrs. Mink?

Mrs. **Mink.** I'm interested in the fact that you were in the Peace Corps and you've come back now with the experience of having worked and learned something of at least one Asian country by direct contact and exposure. I recall some years ago meeting in a very large auditorium at the State Department with many returnees from the Peace Corps. Most of them expressed a great concern that what they had learned overseas was not being utilized for the benefit of the country at large. If you share this view how do you look upon the establishment of an institute like this, to enable you to utilize this experience that you've gained and which other Peace Corps returnees have gained, which might be productive of a larger understanding, not just your own individual understanding but a larger understanding in the country as a whole.

Mr. **Crisfield.** I think great use can be made of Peace Corps volunteers or anyone who has ever had any experience overseas, but it's primarily an intellectual rather than an emotional use which I'm most concerned about. It's very difficult to let someone feel the way you feel by simply talking. It's something you have to somehow experience for yourself. The more opportunities we can make for Americans to know Asian people informally and intimately the better chance we have for really understanding Asian people.

Mrs. **Mink.** Thank you.

Mr. **Brademas.** Thank you very much Mr. Crisfield. Our next witness is Mr. James Castle, a student at the East-West Center, University of Hawaii. Is Mr. Castle here?

## STATEMENT OF JAMES CASTLE, STUDENT, EAST-WEST CENTER UNIVERSITY OF HAWAII

Mr. **Castle.** Thank you Mr. Chairman.

I have been requested to testify today by the acting copresidents of the East-West Center student association, as a member of the East-West Center community since September 1970, as a member who served as a student association's representative on the Humanities Institute planning committee from January to April, 1972. I will not speak about the goals of the proposed bill or the philosophy reflected in it since I find myself in complete agreement with them and am confident that others more experienced and eloquent than myself will address them. I will say that I find the study and the teaching of the Humanities an integral part of pursuing such goals.

What I would like to address is the possibility of the Humanities. as such an integral part of those goals, being pursued with vigor and rigor within the present East-West Center framework, now or in the future.

I have two points: The first is the simple fact that at present, after the Center has undergone the most complete reorganization in its history, we find no Humanities Institute as a necessary complement to the existing "problem-solving" institutes. Whether omitted by chance or by design, the overt commitment of the East-West Center to the Humanities as a part of a balanced program is nil; and what commitment to the Humanities exists is dispersed randomly throughout various other problem-solving institutes whose commitments are primarily to the social sciences and only secondarily, if at all, to the Humanities. The East-West Center was shaken up, and when the dust had settled there was no room for the Humanities. They were distinctly second-class citizens.

My second point deals with the origins of the proposed Humanities Institute. The present East-West Center structure had been in the planning stage for several years. When the new structures was finalized by the administration and announced to the East-West Center community at large, many members of the community were surprised and distressed to see that the humanities had been generally excluded. Much discussion ensued and many committees met until in April 1972; a title: Humanities and Human Service, was suggested. It was with this title, an unsatisfactory one to many on the committee, that the institute was proposed to Washington and denied.

I mention this brief history to demonstrate the high level of East-West Center community interest as a prelude to saying that the Humanities Institute was generally planned and promoted by lower level East-West Center administrators, senior fellows and grantees, and not by the top staff members such as the chancellor and the deputy chancellor—although they were regularly consulted—as the other institutes were. Many of these institutes were also formed by hiring or appointing their major administrators—the directors—and letting them deal with the more specific problems of establishing a viable institute. This is in marked contrast to the planning for the Humanities Institute.

As all of us here are aware, funds have not been allocated for a Humanities Institute or program at the East-West Center. I mention this because in my nearly 24 months as an East-West Center grantee I have yet to see a major innovation or change which was not the product of upper level direction. I have never seen a program initiated outside of these upper levels adopted by the Center as a whole. We are not here to discuss the merits of such a philosophy of administration, to pass on the merits of the general lower level suggestion, or to speculate on the implementation of such suggestions in the future. Suffice it to say that it is not to be expected given the lessons of past events. The conclusion must be, then, that as an idea conceived, promoted and planned almost exclusively outside of the upper levels of the East-West Center administration, the Humanities Institute has a dim future as a part of the East-West Center.

Given the two factors I have outlined, I feel compelled to voice the regretful conclusion that any prognosis for the successful pursuance of the goals mentioned in the bill under discussion at present within the present structure of the East-West Center are bleak, indeed. I therefore urge the immediate consideration and implementation of this bill as a necessary complement to the many excellent existing programs within the University of Hawaii and the East-West Center.

Mr. BRADEMAS. Thank you very much, Mrs. Mink.

Mrs. MINK. Yes; I would like to share with you your concern and your frustration in having worked so hard to establish the Humanities Institute here at the East-West Center and funds have not been allocated to make this institute a reality. I would like to say that the State Department did submit a $500,000 request as I recall, for inclusion of this institute among those that currently exist, but the respective committees of Congress did not concur. So that we will simply have to keep trying. I do believe that even though it's possible to establish a Humanities Institute within the current East-West Center that we will still find it necessary to pursue the establishment of my proposed Asian Studies Institute, because it has a different goal. Please comment on my view that it would not be duplicative even though we may establish the Humanities Institute.

Mr. CASTLE. Well, I don't have a copy of the bill in front of me but as I recall the goals are similar to promoting understanding, et cetera, as they are in the East-West Center goals. I did notice the emphasis, as I recall, on the study of history, the arts as I recall offhand and also the money for a library, and I think I would agree with you that it wouldn't necessarily be duplicative. I think that earlier today I just wanted to emphasize there would be nothing to duplicate in my opinion.

Mrs. MINK. Thank you.

Mr. BRADEMAS. Thank you very much, Mr. Castle. The next witness is Dr. Stephen D. O'Harrow of the University of Hawaii. Dr. O'Harrow. Is Mr. Roy here, by the way? Can you summarize, Dr. O'Harrow? There are still some others waiting to be heard and we want to give them a chance too.

## STATEMENT OF DR. STEPHEN D. O'HARROW, ASSISTANT PROFESSOR OF VIETNAMESE, DEPARTMENT OF INDO-PACIFIC LANGUAGES, UNIVERSITY OF HAWAII

Dr. O'HARROW. Well, the substance of my testimony has to do with the long term goals of Asian studies as stated in the bill. I think that care must be taken from the outset to see that the instructors of such an institution not have the project as their own stated goal and I believe in the language of the bill as it stands there are some problems and I can point them out more profitably if I read them aloud from points 2, 4, and 5 of the written testimony. It has to do primarily with the problems which you generated in designating a single post institution. Professor Riggs and others have mentioned the problems of institutional jealousies between the various institutions outside of the University of Hawaii, if the University of Hawaii is designated as the sole depository, as it apparently seems from this bill. Now, I point out in here some of the problems that would be inherent inside the university if you were to do that. That is problems of parallelism, and reduplication, and questions of authority on matters such as qualifications of the faculty, courses, and so forth. I think that the proposals that have been given with regard to having a consortium as the highest level of administration in this institute might go a long way toward undercutting the kinds of problems that I point out in sections 4 and 5. The kind of questions that you're asking at this hearing have to do with the "why" and the "how" of the Asian Studies Institute. I think the question of "why" has been largely spoken to, but I do emphasize "how" by something that maybe has not been mentioned, and that is the need to avoid circular research.

Circular research is research that's funded for the purpose of finding out something you have already decided exists and you have to think up ways of proving it. I think this kind of problem has existed with regard to Indochina. Much research has been done on Indochina. It has not produced the kinds of new answers and contradicts sometimes our stated assumptions about Southeast Asia and the result is that you go in a circular motion to reaffirm what we have already announced, and I think that that can be avoided by an Asian Studies Institute that had academic independence, and I remember the point of independence is something I raised in point 3 of my written testimony. Now I realize at the outset that there is the problem of independence versus accountability, and I do not speak to the questions of accountability; it's always easier that way. Because I think that the kinds of things that I have to talk about will have largely to do with that in that respect or compliment in that area. National kinds of Asians do exist in the world elsewhere. Professor Riggs pointed out the one in Kyoto. There are others existing, such as the institute in Moscow. There's an Asian Institute in Budapest and there are things that resemble national Asian institutes in France and Great Britain and Singapore, and the kinds of problems that these come into have largely to do, in my estimation, with the amount of independence they have from their own government.

The institute in Moscow is justly, or unjustly seen largely as an arm of the Soviet foreign policy and seen as ways of studying to improve Soviet foreign policy, projected toward obtaining the goals that have already been stated by the Soviet Government. And this of course restricts the access that some Soviet scholars will have when they travel abroad as they are known to be from the institute in Moscow and are often thought to be members of the KGB. I feel, speaking from personal experience at the national institute in Budapest which I visited in 1963, before I was able to sit down in extended conversation with people who were working there I had to undergo about half a day's grilling with the Hungarian police and that kind of thing does produce a chilling atmosphere certainly. [Audience laughter.] On a lesser level they didn't stop with this. There has been bother to people who have been working with other national institutes such as the national institute in France, National Institute for Oriental Languages and Civilization, which by the way, is extremely old; I think it's a little older than the United States. I think it dates back to the 18th century. It's the experience of many people associated with that institute that they are seen by people they deal with when they travel abroad as being somehow associated with French foreign policy in the area and to that extent to which they are unfortunately tarred with that brush their research, their access to certain materials, decreases and this in turn generates the circular phenomena I have talked about.

In other words if a man won't talk to you of things which the Government has, the only people who are going to talk to you are people who feel that it's all right that you're working for the Government, and will therefore give you the kinds of materials which will generally tend to confirm the conclusions which you came out to prove anyway. I would like to read just one paragraph of what I have here in regard to this part of independence and I'm reading from page 2.

I do not doubt that academic training and research on the part of American scholars and students with regard to Asia and the Pacific will promote greater understanding between ourselves and the peoples of the area; in fact, it can well be argued that a number of our current problems stem from the fact that we do not know nearly enough about the people and cultures of Asia and the Pacific nor do we appreciate properly the impact this Nation's actions have had on them. The real question is: Will an Asian Studies Institute as envisaged in this act truly help us to overcome our shortcomings? Will the ASI help the scholar to be more effective in his field?

In order to be effective, the scholar must not only be truly independent, free to pursue the truth wherever he finds it, and free to tell about it, he must also be seen to be free. This is particularly true of those of us who are working in fields subject to political pressure (for example, Indochina). It is necessary not only to ensure that he or she be able to teach and publish without hindrance, but that obstacles not be placed in the way of his gathering data to work on. He must not be thought of by the people who live in the area he studies as having ulterior motives for his research, as being the instrument of one or another government's policies. Otherwise, he will surely be denied access to relevant data and documents. A "chilling atmosphere" will be produced.

Previous experience, at least in the case of Indochina, shows this to be true: the Rand Corp. has produced mountains of research but, because of the organization's obvious connections with the U.S. Government and its policies in Indochina, the results of that research are cast in doubt and the now former employees of Rand are often unwelcome in academic institutions. The Department of State has been involved in funding a center for Vietnamese studies at Southern Illinois University—not only has the center become an academic leper, unable to obtain the cooperation of many respected scholars due to its real or imagined ties with government policy in Vietnam, it was on one occasion put to sack by irate militants. In my own work, which involves interchange with Vietnamese of all shades of opinion, as well as with a number of European scholars, I have often had to make it "perfectly clear" that I had no connection with the East-West Center at the UH, whose policy and administration are not under the control of the UH. In this case, the point is not whether the East-West Center plays a useful role; it is rather that in certain regions of Asia its links to the Department of State do not enhance the creditability of those scholars thought, justly or unjustly, to be associated with it.

It is clear, therefore, that the academic freedom of the ASI will have both to be complete (and so defined in the law which establishes it), and to be seen to be complete. Every effort will have to be made in this direction if the ASI is to function effectively, with the cooperation and respect that such an institution deserves.

Mr. BRADEMAS. Thank you very much, Dr. O'Harrow. I think you've touched on one very complicated, and difficult, but very important problem. That is the question of how one can use public moneys, with which to support studies and research in the field of foreign affairs, while at the same time assuring that, first, those moneys are expended free of control by the Government, and, second, that the moneys are not wasted, stolen, or poured down a rat hole.

We have heard from Dr. Riggs about how the British try to do this through the University Commission, and there are other models that we discussed when we were establishing at National Institute of Education.

So without trying to obscure the facts, I'd like to observe that you have been very helpful in calling the attention of the subcommittee to this important problem.

I was interested in what you said about the institute in the Soviet Union. Earlier this year, we were in Moscow, where we visited the Institute for the Study of the U.S.A., which I think is not unfair to say is not free of Government control. I like to think that any moneys that might be expended by the government—either by our Government under the National Institute of Education or Mrs. Mink's proposal, if it becomes law—would not be expended as the Soviets have expended money for the research which they have subsidized. So I just make that observation to tack to your comments. Mrs. Mink.

Mrs. MINK. Mr. O'Harrow, I think that most of us who struggle with the notion of creating a Federal institution go through the agonies and concerns which you've expressed here in your statement, the necessity of assuring the participants that their product is free and unencumbered by events and therefore the free result of a true intellectual effort. I would be very much interested in having from you at some later date the structure of a program that you think could be developed under the auspices of the Federal Government which could meet the objections that you've raised in your statement to the committee.

Dr. O'HARROW. The objection—I don't really fear government control because the government might try to tell me what to do. What I fear is more the public opening of the process itself. Already we have problems. The national Watergate affair was mentioned. We have problems already in the U.S. Government, credibility problems of government and how it's operated, exactly how open the processes are. I visited with the National Front Liberation representative in Paris this summer and he brought out a sheaf of papers with Southern Illinois University on it, and said, "What is this?"; and I had to tell him what I knew of it. The thing that strikes me is that if I had walked in from Southern Illinois University he wouldn't have said what he did, he'd say "Who are you?" or "Have you got any bugs on you?"; that kind of thing. And obviously it is not just inside the United States we are worrying about these things. The Asian scholars from America, when we go abroad, are followed very closely, as a matter of fact very, very closely, much more closely than the Asian scholars from some of the other countries.

Mrs. **Mink**. I still think that while your concerns are justified they should not serve as a basis for not supporting my proposal because although there may be difficulties along the way in structuring the institute there must be a way to meet these difficulties which you have described. I would suggest that we would welcome from you a suggestion as to how to keep the process open and how to avoid some of the pitfalls that you've described. I think the committee would be most interested in having some of these suggestions. Thank you.

Mr. **Brademas**. Thank you very much, Dr. O'Harrow.

(Dr. O'Harrow's prepared statement follows:)

### PREPARED STATEMENT OF DR. STEPHEN D. O'HARROW, ASSISTANT PROFESSOR OF VIETNAMESE, DEPARTMENT OF INDO-PACIFIC LANGUAGES, UNIVERSITY OF HAWAII

I.—The testimony I submit herewith represents my own views and experience as a scholar and does not necessarily reflect the views of my department, my colleagues, or the University of Hawaii. My background includes thirteen years of training, travel, research and teaching with regard to Asia; my undergraduate study was done at the University of Michigan with supplementary work at Yale and the University of California, and I took my graduate training at the School of Oriental and African Studies (London) and in Paris at the Sorbonne. I have been teaching Vietnamese language and literature at the Manoa campus since 1968.

II.—Re: Sec 501, "The institute will be a national and international resource for academy and scholarly education, Asian history, language, and culture, and for research into problems of particular concern to Asians or of interest to non-Asians;" & Sec. 502, " . . . The Secretary shall also provide programs for bringing visiting scholars and faculty to the institute and for training, improvement, and travel of the staff. The Secretary shall also provide stipends for individuals being trained at the institute . . . "

There are certain points in the language of Bill 6168 as it presently stands which may give rise to misunderstanding and dissention between the presumed host institution (the University of Hawaii—UH) and the Asian Studies Institute (ASI). These problems may arise from the use of the terms " . . . scholarly education. . . " (Sec. 501) and " . . . individuals being trained at the Institute . . ." (Sec. 502). Unless the administration of the ASI is to be brought totally under the control of the University of Hawaii and its Board of Regents, one runs the risk of having parallel academic courses taught at the ASI in direct or indirect competition with the regular courses of the UH. Various questions regarding the quality and content of courses at the ASI, admission standards for the students of such courses, the appointment of "faculty" (Sec. 502), etc., could very well be decided, at least partially, by individuals whose academic credentials, or lack thereof, had not been submitted to the regular scrutiny of the competent organs of the UH. In order to avoid these problems, as well as those of wasteful reduplication, a much closer definition of the teaching functions, if any, of the ASI is merited.

III.—It is stated in Sec. 501 that the ASI is being established "in order to promote understanding between the United States and the Nations of Asia and the Pacific: (The text of Section III from Dr. O'Harrow's written testimony was quoted in his oral testimony preceding.)

IV.—The language of Sec. 502 speaks of " . . . high quality opportunities for scholarly study and research." In order for the terms "high quality" and "scholarly" to mean anything, the ASI must not become an automatic dumping-ground for supernumerary AID officers and other unemployables. There is a tendency in government to take individuals whose services are no longer useful and put them out to pasture. Likewise, a tired diplomat can have it arranged to "take a rest" at an academic institution, partly as a reward for services rendered and partly to "cool him off" if he has been too closely associated with certain policies which have failed. I believe I am safe in saying that the faculty of the UH would object if it believed that the ASI were going to be put to such use.

I do not wish to imply that interchange between the academic community and government officials is undesirable—quite the contrary. Mistaken policies from the past should be examined closely and those who were responsible for the formation and implementation of such policies should participate in the reassessment. The same holds true with regard to the investigation of all American policies in Asia and the Pacific and with regard to all officials who might play a useful role in the academic process. In order to play a useful role, however, they must have total academic freedom to discuss all relevant aspects of their experience. In areas where they have been sworn to secrecy, they obviously cannot supply the sort of candid insight that is required of the scholar. And unless it be public knowledge that scholars and other associated with the ASI have honest scholarship as their first goal and have all freedom to pursue that goal, they may be accused of trying primarily to justify old policies with which they were associated. Not only will the ASI be discredited but the results of the research done at the ASI will be useless.

V.—The proposed ASI is notable because the language of Sec. 501 envisages its scope of concern as being ". . . the Pacific . . ." as well as Asia. Hawaii is part of the Pacific and has many cultural and historical links to the nations of the area. Like many of its Pacific neighbours, it has passed through the colonial experience; the majority of its population is of Asian or Polynesian extraction, etc., etc. The question arises: to what extent will Hawaii be included in the definition of "Pacific" as an area to be studied? If it is to be included, what will be its relationship to other programs currently in place at the UH such as Ethnic Studies? In order to have a smooth working relationship between the UH and the ASI, the place of Hawaiian studies should either be closely defined or excluded from consideration.

Mr. Brademas. Our next witness is Prof. Stuart Gerry Brown of the University of Hawaii.

## STATEMENT OF DR. STUART GERRY BROWN, CHAIRMAN, ADVISORY COUNCIL OF INTERNATIONAL RELATIONS, UNIVERSITY OF HAWAII

Dr. Brown. Mr. Chairman, Mrs. Mink, and other committee members, thank you for letting me come up here although I wasn't on the program. I don't have a prepared statement because I had not intended to testify, but I think I can explain why I would like to appear for a few moments. The University of Hawaii has an advisory council on the international relations of the university of which I am chairman. The council is statewide, system wide, and includes deans and professors and other members of the university who have an interest in international affairs of all kinds, of course, particularly in Asia. The council also includes student members. The executive committee of the council has had many conversations with regard to H.R. 6168 and has a feeling—a strong feeling that the bill is a major step forward and the kind of educational endeavor that the University of Hawaii and other American universities are either actively engaged in or ought to be, and a number of members of the council have testified during the day, but not in the capacity, and I thought that I might tie together in 2 or 3 minutes what they have said because they didn't appear in sequence. Our conclusions were, Mr. Chairman, that we'd like to make three recommendations. These are contained partially in the testimony of President Cleveland and Chancellor Gorter and Professor Riggs and Professor Kwok and some others. But to put them all together, first we feel very strongly that the best approach to achieving the purposes of the bill is through a consortium of the scholars around the country in institutions in which they work who are most knowledgeable about Asia and most committed to the purposes of the bill. The University of Hawaii would like to take the leadership in at least the initial stages of organizing such a consortium, and that would be our first recommendation.

And our second is, that we feel that the locating of an Institute of Asian Studies in Hawaii and in connection with the University of Hawaii is a natural kind of a decision for the committee to reach because of the location of Hawaii itself, because of the extent of existing expertise and experience in the university community and in the community of Honolulu and State, and because of the proximity of the East-West Center on the campus of and part of the University of Hawaii. Which is not to say that the council believes that a consortium of institutions and representatives should move to Honolulu, but rather that an Institute of Asian Studies ought to be directed by a board deriving from a consortium of institutions.

And third, the council has felt that the next step in achieving the purposes of the bill would be a preliminary study of ways and means to develop such a consortium. The University of Hawaii again would very much like to be assigned and would greatly be honored to be assigned the task of conducting such a study.

In that connection, Mr. Chairman, the University of Hawaii has already prepared plans for a preliminary conference of scholars from around the country to consider how such a consortium might be built. My colleague, Mr. Crisfield, a moment ago mentioned his experience in the Peace Corps. If I might be given a second to state a personal feeling, I'm encouraged by the bill because in the many years that I've worked with Peace Corps trainees and worked with Peace Corps volunteers in many Asian countries. I was impressed more than I can possibly express by what the Americans learned as distinct from what the Americans taught. And I have only this morning finished working with 62 young Asian scholars who are on their way to mainland universities or to this university under the Fulbright program. They have been here for 3 weeks being introduced to American civilization. I think that they find and I think that they feel that their investment of time and energy in Hawaii was worth their while, but what has impressed me most about it is that the six or eight young American graduate students who served as guides, philosopher, and friend to these Asian scholars had the best experience of their whole lives. I think that ties in to the questions that you have asked.

Mr. BRADEMAS. Thank you very much, Professor Brown. The Chair also states that he is pleased to see you because he remembers our common friendship with the late Adlai Stevenson going back many, many years.

Mrs. Mink

Mrs. Mink. I appreciate your volunteering to sort of put together some of the contributions that have been made by the other witnesses and again to emphasize the approach which the president of the university and others have made regarding the necessity of forming a national consortium of scholars in the Asian field and calling for this national board or national foundation, as you might structure it, to be the source for guiding and developing this Asian Studies Institute concept. My question is, is it your view, because you stress the point of a national consortium, that this must be done first before we attempt to legislate the establishment of an Asian Institute?

Dr. Brown. I think there are two ways in which that question could be answered. If the bill were perhaps to be rewritten by the committee on the basis of the kind of testimony that you have been hearing today and that will appear elsewhere in such a way as to include in the text that the University of Hawaii would be not the sole, but the organizing principal, for implementing the purposes of the bill, then I think the bill could go through. If it is not the pleasure of the committee to act in that way, then I think that the purposes of the bill would be better served by, as a number of my colleagues have said, making certain that the specialists in Asia around the country feel that the institution to be developed here, assuming it's developed here, is theirs and not merely the possession of the University of Hawaii. That it belongs to the Asianists and the associated groups of scholars and students who share with the University of Hawaii the great concern about Asia.

Mrs. Mink. I just participated in the House-Senate poverty conference in an attempt to write legislation which would meet the demands of the Administration. We have been laboring over this since December when the first bill was vetoed. One of the difficulties we discovered in the bill was the creation of a national legal services corporation where the only disagreement was, how do we establish the board of directors. We could not reconcile the differences regarding that board and consequently today there is no national legal services corporation. Now in terms of this bill, if you are suggesting that we have to structure some sort of a national foundation or trustees as we now have for the National Science Foundation, how would you recommend that this board or association or foundation be established, by appointment of the President, by appointment of the Secretary of HEW; how would you structure such a consortium? This is the difficulty that I see in your recommendations unless it would just be in the sense of an advisory committee which is established after the institute has been created by legislation.

Dr. Brown. Well, I think, Mrs. Mink, that the bill as it is now written, places the authority to carry out its purposes on the Government side including the Secretary of HEW. I would think that the bill itself might direct the Secretary of HEW to create a governing body which would be properly representative of the Asian interests. Perhaps leaving the mechanics of that to the Secretary providing, as I suggested at the end, for a preliminary study which might make recommendations to the Secretary, or, if the bill is still in the committee, to it.

Mrs. Mink. Would you include on this national advisory body or board of directors or foundation trustees, whatever it's called, only those individuals who have expertise in Asian studies or would you establish a board of trustees as now exists for the East-West Center?

Dr. **Brown**. No, I think that all of us are agreed that we are talking about a governing body of scholars, of professional people; we are not talking about administrative representation of the various entities; we are talking about scholars whose own contribution would be scholarly and whose students would be coming from Harvard, for example, to here or students from here would be going to Harvard, et cetera. I think we are talking about scholars.

Mrs. **Mink**. Are you aware of the American Association of Asian Studies, Professor?

Dr. **Brown**. Yes, indeed. It is our thought that that association as well as other organizations like the Asian Society ought to be included in our explorations and in our definitions of the Asian scholar's needs.

Mrs. **Mink**. Is the University of Hawaii a participating member of the American Association of Asian Studies?

Dr. **Brown**. Yes, indeed. Very active.

Mrs. **Mink**. How long has that association been in existence?

Dr. **Brown**. I think Professor Kwok could answer that better.

Dr. **Kwok**. About 30 years.

Mrs. **Mink**. Thank you very much.

Mr. **Brademas**. Thank you very much, Professor Brown. I think Dr. Gray, you want to be heard. You have a very lengthy statement, and what I would like to suggest is that you simply choose the testimony you wish to stress, and give us a few words of summary.

## STATEMENT OF DR. MARY F. GRAY, PROGRAM SPECIALIST, STUDY ABROAD, UNIVERSITY OF HAWAII

Dr. **Gray**. I won't read 14 pages, certainly. If I were reorganizing the statement at this time, I would suggest the committee concentrate on pages 11 through 14 which really gives the community support. There are a number of voluntary programs, State, city, and county, the Parks and Recreation Department, and it mentions a number of voluntary programs which bring together groups which have in previous years perhaps not cooperated so completely. Last year in October we had the first international open arts festival which brought together the participation of the Pacific and Asian Affairs Council, which is a very active group of young people in the secondary schools which participate on a voluntary basis after class time with the international students association of the University which is about 1,500 strong, plus the United Nations association. This kind of cooperative communitywide effort is the thing which I think does make Hawaii not only the right place geographically, but also one in which everyone interested can find Asian people who can be friends; that Mr. Crisfield has mentioned as one of the major assets of any kind of Asian Study Institute. So I would ask the committee to look over perhaps the last four pages of this report. The earlier part mentions the College of Continuing Education and Community Service in which consolidated activities are based on personal involvement, many of which activities require payment of fees. The fact that so many programs are self-supporting and do concentrate on the are of Asia is, I think, an indication of the community itself as interested both academically, recreationally, culturally and when you come right down to it, we have an awful lot of good Asian restaurants. So there is a lot to be said for community support. Thank you.

(Dr. Gray's written testimony follows:)

### Written Testimony on Behalf of the College of Continuing Education and Community Service Prepared by Mary F. Gray, Program Specialist, Study Abroad, With the Assistance of Betsy Sakata, Director of Courses and Curricula, and James Lawrence, Director of Community Services, and Other Staff Members With the Endorsement of Frederick R. Mayer, Acting Dean, and Harold K. Kozuma, Assistant Dean

In any decision regarding the location of an Asian Studies Institute, a major criterion should be the degree of support offered by the community at large. In this respect, Hawaii is unique, not only because of the ethnic diversity of its citizenry or because of its geography but also because of its well-documented interest in the importance of Asia and the Pacific. This paper will cover two major areas: (1) the activities sponsored by the College of Continuing Education and Community Service and made possible only through the financial support of those interested; (2) the community projects sponsored by a wide variety of private and public organizations.

#### ACTIVITIES SPONSORED BY THE COLLEGE OF CONTINUING EDUCATION AND COMMUNITY SERVICE

It should be mentioned initially that many of the activities sponsored by the College of Continuing Education and Community Service (CCECS) are self-supporting financially. They are dependent for their success on cooperative arrangements ranging from agreements with the State of Hawaii Department of Education and Asian universities, at one level, to a host of private individuals participating in CCECS events, at another level.

#### *Courses and Curricula*

There are twenty-seven courses in a variety of disciplines covering various Asian Studies areas which have continually received sufficient enrollment through the payment of student tuition to enable CCECS to recompense the professors in charge according to the standard pay schedule established for overload assignments. Students pay $20 per credit hour ($30 for out-of-state) for courses which are fully accredited and varying charges depending on the length of the non-credit courses. A list of the courses which have been successfully offered on a continuing basis is attached as an addendum to this report.

#### *Community Service Program*

The following CCECS programs reflect the Division of Community Service's involvement primarily for FY 1970–71 and FY 1971–72. In addition attention is focused on significant trends and highlights in the performing arts, lectures, ETV and film production, and Hawaii's heritage in Community Service program areas. These areas include the following:

Lyceum
Speakers Bureau
Mass Media
Kapaa Community Project
Conferences and Institutes

The Community Service Program has been and is presently deeply involved in diverse and varied community-oriented programs on Oahu, the Neighbor Islands, and throughout the Pacific Basin.

The program's major objective is to provide continuing education and enrichment activities for the people of Hawaii who do not normally have a formal organizational membership, but have special group needs and interests. Program objectives include providing education for citizenship and developing programs which contribute to the cultural enrichment of the people of the State.

Because of Hawaii's unique geographical location and multi-ethnic backgrounds, the Division has responded by developing a wide range of programs geared to the cultures of Asia including China, Japan, Okinawa, Korea, the Philippines, as well as other related ethnic groups throughout the Pacific.

The Community Service Program, through Lyceum, Speakers Bureau, Mass Media, and the Kapaa Project, has participated cooperatively with consular representatives, international groups, local ethnic planning committees, and State agencies in implementing Asian-oriented programs.

*Sub-Programs*

Following is a summation of sub-program objectives, descriptive information, accomplishments, and related data.

A. *Lyceum.*—The Lyceum program sponsored the "Noh-Kyogen" Theater from Japan in cooperation with the Japanese Heritage Series held in April 1971. The production performed before standing-room-only audiences at Kennedy Theatre. More recently Lyceum has sponsored the Edo Festival.

In cooperation with the Korean community, Lyceum presented "P'ansori" in February 1972 and is currently making plans for the Korean Consulate, State Foundation on Culture and the Arts, and the Korean Community Association to stage "Ah Ak."

The highly popular "Peking Opera" was made available to the Neighbor Islands on a touring basis this spring under the direction of Dr. Daniel Yang. This program recently received national acclaim.

In other ethnic areas, Lyceum has presented Filipino zarzuela, Topeng Dance Threatre of Bali, Chinese Shadow Puppets. Currently plans are developing to offer a non-credit course in the Performing Arts of Asia during FY 1972–73 in cooperation with the UH Music Department.

B. *Speakers Bureau.*—Currently Speakers Bureau is engaged in making a wide variety of ethnic programs available to the public libraries throughout the State. The series, "Pacific Profiles," is sponsored by CCECS, SFCA, Friends of the Library, and the State Library System. Programs in the series include Filipino dance; Kabuki theatre; Korean dance; Samoan culture and dance; Hawaiian dance, temples, and chants; and International Folk Dances.

A Chinese Heritage Lecture Series dealing with the humanities and cultural arts of China is scheduled to begin monthly lectures in September 1972.

C. *Mass Media.*—In 1970 the Mass Media program area developed at ETV series entitled, "Green Room." Specific segments dealing with Asian studies include Kabuki, Gagaku, Indonesian Shadow Puppets. Also a 20-minute, 16mm film was produced entitled, "Gagaku." It is available at no cost to interested community groups.

D. *Kapaa Center.*—The Kapaa Project is located on Kauai and was established to meet the needs and interests of the people of the Island through a variety of programs. Numerous programs originate at the College, but an increasing number are designed and locally tailored to the ethnic audiences including Japanese, Chinese, and Filipino. Major success has been achieved in program development through the Kauai Advisory Committee.

E. *Conferences.*—In April 1971, as part of the Korean Heritage Series, the College cooperated with the Department of Asian Studies and the community to stage the Asian Scholars Conference held at the University. The Conference attracted scholars from Korea and other Asian countries interested in collectively sharing information of mutual interest.

Also, there is continuing involvement with Asian cultures through the Conferences and Institutes program that provides administrative services and consultation for a wide variety of clients ranging from international and national to local groups interested in conferencing services.

### ADDITIONAL INVOLVEMENT

A. *Interim Session.*—The 1970, 1971, and particularly the 1972 Interim, has had major involvement with Asian cultures ranging from lectures, workshops, conferences, and language projects dealing with Hawaii's Filipino community, "Contemporary Art of the Orient," "Ethnic and Minority Conflict in Asia and the Pacific," Crash in Japanese Language, Cuisine Chinese Cooking, and Chinese Folk Art Workshop. All programs received positive comments endorsing their purposes and objectives with helpful comments, relative to timeliness and value to the participants.

B. *Hawaii's Heritage.*—The University of Hawaii College of Continuing Education received national recognition for the Japanese Heritage Series staged in April 1971. The award was presented by the National University Extension Association for the College's contribution to creative arts programming for 1971.

The College has been deeply involved in ethnic programs of which Asian cultures play an important role. Since culture in this respect is so important in Hawaii, it has been developed on a continuing basis and touches numerous ethnic groups. A definite effort has been made to interrelate the cultures and refer to each continuing series as an element in Hawaii's Heritage and at the same time encourage each ethnic group to preserve its own heritage.

In March of this year the program participated in the two-day Hawaiian Jubilee held at Kapiolani Park. Involvement included producing a two-hour ETV program dealing with Samoan culture—song and dance. In addition the Division sponsored and developed a Korean dance program in cooperation with the Korean community.

## SUMMARY

The Community Service Program, CCECS, has extensive experience, as indicated in this report, in developing community programs in Hawaii and throughout the Pacific Basin. Much of this expertise relates directly to ethnic heritage through performing and visual arts, lectures, and workshops. Joint sponsorship with other organizations throughout the State of Hawaii has enabled the community in more isolated parts of Oahu and the neighbor islands to share in the programs offered.

### *Study abroad program*

The Study Abroad Office was established in the CCECS in order to offer service to the University of Hawaii system and the community at large in enabling interested participants to receive University of Hawaii credit while studying outside of the State of Hawaii in a wide variety of academic contexts. The office functions through the guidance of a Study Abroad Committee which is systemwide, with representation from Hilo College and the Community Colleges, with many senior faculty from numerous academic disciplines serving voluntarily on the over-all committee as well as on subcommittees organized by geographical area as well as by functional need.

Although the office has been in operation for less than a year, the program is well-advanced because of the dedicated attention to objectives given by members of the Study Abroad Committee prior to the recruitment of staff.

Primary attention is given to the Asia and Pacific area in planning and programming although other areas of the world are not overlooked. Thus, the first "Semester in Singapore-Southeast Asia," administered jointly by CCECS for the University of Hawaii and by the American Universities Field Staff, representing a consortium of thirteen universities of which the University of Hawaii is a charter member, has been concluded this spring with enthusiastic evaluations from the participants who were equally divided in number between mainland and UH students. A second semester is planned for Spring 1973 and we have already answered many inquiries from mainland universities as well as from some Asian universities.

During the summer of 1972, seven short-term programs were offered, five of which specialized on the Asia and Pacific area. The Summer Session, which had previously offered study programs abroad prior to centralization of this function under CCECS, scheduled seven programs this summer also, with four offerings in Asia and the Pacific. A total of approximately 300 students were registered for these programs.

Academic choices available to participants this summer included "Comparative Study of Japanese Libraries and Librarianship," appealing to professional librarians and successfully arranged through the enthusiastic participation of major librarians in Japan (the Study Abroad office sent out 22 thank-you letters to Japan on this program alone): "Religions of China and Japan"; Geography of the Pacific" aboard the *SS Mariposa;* "Civilization of China" offered with language training in Mandarin or Cantonese, in cooperation with New Asia College of Hong Kong; "Intercultural Communication" offered with language training in Japanese, in cooperation with International Christian University of

Japan; "Curriculum Materials in Japan"; "Art and Architecture of Japan"; and a "Geological Field Trip to Australia."

For next summer, 26 proposals have been received, 15 of which concentrate on Asia and the Pacific. Some of these will repeat successful programs of the current summer. However, the major development to be seen in next summer's proposals is in the recruitment of interest from disciplines of a professional nature. Thus, we expect to offer programs which will appeal to economists, agriculturalists, teachers of "Special Education for the Handicapped," and advanced musicologists, to cite a few examples. Program details are now in the process of negotiation so that we hope to advertise by late September enabling students of limited means to plan in advance, as well as for teachers and other professionals to schedule their programs and vacation schedules in order to take advantage of the opportunities offered.

Because Study Abroad programs to the Asia and Pacific area tend to be relatively more expensive than programs to Europe (due largely to the high cost of transportation), the Study Abroad Office has coordinated with the Campus Center Board in planning flight schedules which will enable participants to take advantage of low fares on chartered airlines. The business procedures governing the operation of the Study Abroad office and the Campus Center Board charter service are now in process of integration into the Business Manual of the University of Hawaii.

Once a study proposal is submitted, it is considered by the appropriate subcommittee of the Study Abroad Committee prior to approval by the committee at large. Thus quality is guaranteed and elimination of duplication or competition for the same audience is ensured. Course approval is secured through the chairman of the appropriate department, thus guaranteeing the academic credibility of each course offering.

After completion of a program, evaluation forms are collected from each student. Information supplied in the evaluations range in scope from the details of travel arrangements and predeparture orientation to the strengths and weaknesses of the program as a whole.

For next summer, we have asked the cooperation of the Summer Session in offering an Asian Studies Special Institute which will provide suitable preparation for participants through a three-week program of lectures and special readings.

In addition to the programs described above, the office maintains a resource service which describes other academic opportunities by American universities, academic requirements of Asian universities for students wishing to undertake an academic year abroad, and details on all countries of the area so far as geography, climate, and travel facilities are concerned.

### *Other Programs Offered by CCECS*

The Continuing Education for Women special program publishes a monthly newsletter, Continuing Currents, in which 60% of the coverage during the past year has been devoted to Asian women of distinction and to the removal of stereotypes which prevail regarding the status of women in Asia. The Labor-Management Program maintains an extensive file of Asian publications on economics and labor relations as well as American materials relating to the Asia-Pacific labor situation. The Center for Governmental Development has the potential for sponsoring programs of comparative government practices.

In considering community-sponsored events, mention should be made of such programs as the Narcissus Festival and the Cherry-Blossom Festival, conducted annually by the Chinese and Japanese Chambers of Commerce. Ethnic Chambers of Commerce are active in many spheres of interest and there are many ethnic clubs which welcome inquiries from visitors. Because of the large number of religious organizations representing all of the major religions of Asia, it is possible for one to study and learn of the practices and beliefs of these cultures firsthand. Temple study tours are regularly organized by Department of Religion of the University.

The United Nations Association, Hawaii Chapter, is relatively small in active membership but fulfills the important function of relating the "town and gown" community in concern for international organization and world peace as well as for informational programs relating to Asia which call attention to needs and developments in the area. Such organizations as Rotary Club International and the American Association of University Women have sponsored international scholarships for many years, and a high percentage of their programs would be on the Asia and Pacific area. The Hawaii International Community Service Organization (HISCO) unites Americans of international experience with professional programming responsibilities and thus provides an informational pool which has resulted in the Language Bank, staffed on a volunteer basis by many international students and community members—with approximately 500 volunteers, they can respond to requests for 95 languages and have often been called in times of crisis to solve a wide range of translation problems.

In summary, because of Hawaii's close relationship to the cultures of Asia and the Pacific, programming within the College will continue to respond to the needs and interests of its immediate and distant communities.

## ACTIVITIES ON THE COMMUNITY LEVEL SPONSORED BY PUBLIC AND PRIVATE ORGANIZATIONS

The following details can only be suggestive. Programs are so numerous and varied that a complete description of each would prove exhausting to the reader. It is hoped that those programs and activities identified will stimulate the committee to a recognition of Hawaii's vast resources and to the appropriateness of Hawaii as a site for the projected Asian Studies Institute.

On the State level, the Hawaii International Services Agency is organized under the Department of Planning and Economic Development. It has sponsored seminars, conferences, and trade missions aimed primarily at stimulation of business opportunities between Hawaii and the Asia and Pacific area. However, educational and cultural opportunities have also been covered in its programs. The Director of the State Information Service is a media expert whose field of specialization is Asia and who has shown great interest in dissemination of information on Hawaii's international programs.

On the City and County level, the Parks and Recreation Department sponsors many events which stress Hawaii's ethnic diversity and call to the attention of the entire community the arts and culture of various groups. Programs of this kind are available without charge to the community and are frequently scheduled. In recent months, the City Coordinator for Special Events has arranged a monthly series of cultural events at City Hall which have made available to the community unique entertainment without cost to the spectator and a minimal cost ($100 per evening's budget) to the taxpayer. The Coordinator has obviously depended on the cooperation of the community in order to bring about these concerts. The Mayor has been active in the promotion of the Pacific and Asian Conference of Municipalities (PACOM) but the organization is too recently developed to comment on its long-term objectives.

In addition to the fine are collections available at the Honolulu Academy of Arts, Spalding House, and the Bishop Museum, there are frequent special shows organized by ethnic groups and shown at such places as the Ala Moana Shopping Center or at the growing number of private galleries throughout Honolulu. Asian films are regularly shown by a number of theaters, with the potential moviegoer offered a choice of several Asian language possibilities every evening. A special review of Asian films is published weekly in one of the major newspapers.

The Hawaii International Volunteers Association unites those who have returned from service with such organizations as Peace Corps, International Voluntary Service, and the American Friends Service Committee. Because there is overlapping membership in many of these organizations, there has been a growing cooperation in sponsorship of projects. Thus, last year's "First International Outdoor Festival" honoring United Nations Day was jointly planned and sponsored by the United Nations Association, the International Students Association, and the Pacific and Asian Affairs Council.

No description of Hawaii's continuing interest in Asia and the Pacific would be complete without reference to the heritage of the Pan-Pacific Union which was active for the period 1917–1936. Its importance lies in the number of organizations which survive throughout the Pacific as a result of this early stimulation. Thus, the Pacific Science Association and the Pan Pacific Southeast Asian Women's Association, the two most frequently cited organizations deriving from this early inspiration, survived the World War II period and continue to hold international conferences of consequences.

Finally, brief reference should be made to the "inner man" and the general availability of ethnic foods either through restaurants or supermarkets. A glance at the classified section of the telephone directory will highlight the evidence, but it should be mentioned that many of the restaurants offer excellent dishes at very moderate prices, thus enabling students of limited means to take advantage of this learning experience.

The health of the society is demonstrated by the fact that ethnic humor is both nondestructive and widely appreciated. Mainlanders are sometimes shocked to see our Hawaiians of Japanese ancestry responding with roaring laughter to Zulu's parodies on the blind swordsman, Zatoichi. Kent Bowman's records parodying various ethnic pidgin dialects are widely enjoyed and frequently broadcast on the radio.

## CONCLUSION

Only a year and a half ago, as a Consultant for the Hawaii International Services Agency, when I reviewed and evaluated the various international programs of the State of Hawaii, I was somewhat discouraged by a seeming lack of cooperation and coordination of programs. Too often efforts seemed to be hampered by a lack of information among people of similar concern and interest about the efforts of others. Now, thanks to many cooperative efforts, the human resources which are vast seem to be united in effort so that the full potential of Hawaii as a center for Asia and Pacific studies can at last be realized.

Summary of courses dealing with Asian Studies offered through the Evening Credit, Non-Credit, and State Teachers Credit Programs.

| | |
|---|---|
| Anthropology: | |
| Oceania (Polynesia) | 250 |
| Regional Ethnology (Polynesia) | 445 |
| Regional Cultures of Oceania | 450 |
| Art History: | |
| Aspects of Asian Art | 280 |
| Asian Studies: | |
| Civilizations of Asia | 241 |
| History | 242 |
| English: | |
| World Literature | 253-254 |
| Ethnic Studies: | |
| Japanese Americans | 200 |
| Geography: | |
| Geography of the Pacific | 365 |
| History: | |
| National and Regional History in Southeast Asia #6 | 407 |
| History of China | 410 |
| History of Japan | 413-414 |
| The United States in the Pacific | 425 |
| Music: | |
| Asian and Pacific Music in Education | 457 |
| Religion: | |
| Introduction to the World's Major Religions | 150 |
| Sociology: | |
| Survey of People and Institutions of Japan | 352 |
| Chinese (Noncredit): | |
| Chinese Culture | GE11 |
| Chinese Brush Painting—Elementary | DP14 |
| Chinese Brush Painting—Intermediate | DP15 |
| Chinese Brush Painting—Traditional Landscaping | |
| Cuisine Chinese Cooking I and II | HR13-14 |
| Conversational Mandarin Chinese—Elementary | FL18 |
| Conversational Mandarin Chinese—Intermediate | FL19 |
| Conversational Mandarin Chinese—Advanced | FL20 |
| Ilocano (Noncredit): | |
| Conversational Ilocano—Elementary | FL12 |
| Japanese: | |
| Elementary Japanese | 102 |
| Japanese Literature: | |
| Japanese Literature in Translation | 361-362 |
| Tagalog (Noncredit): | |
| Conversational Tagalog—Elementary | |

Mr. **BRADEMAS.** Thank you very much Dr. Gray. We appreciate very much your letting us have your statement. The Chair would also ask unanimous consent that there be included in the hearing record a statement of Mrs. Manjit Reddick, acting director, Pacific and Asian Affairs Council as well as a statement on international education by Dr. Christopher G. Cuff of Rider College, Trenton, N.J. The Chair wants to express his appreciation and that of the members of the subcommittee to President Cleveland, to, indeed, all of those at the East-West Center and the University, and everyone here in Hawaii, who have been so hospitable in making it possible for us to conduct these hearings here.

In particular of course the Chair wants to express his own warm appreciation to Mrs. Mink for the great help she's been in making possible the conduct of these hearings here, and for her vigorous leadership in drawing congressional attention to the need to give status and support to Asian studies in our country.

This is the first day of the hearings on this bill and it is possible, although it's not likely, we shall complete action on this legislation in the remaining weeks and days of this Congress. But in the next session of Congress we shall have an opportunity to renew our considerations of this measure, and to conduct further hearings on it elsewhere in the country. Certainly we are not likely to find so broad and informed a spectrum of witnesses as we were fortunate to have here in Hawaii today.

The Chair would yield to Mrs. Mink for any further comments she might like to make.

Mrs. **MINK.** I'd only like to conclude by saying that I'm deeply appreciative of the attention which your subcommittee is giving to this matter and on behalf of the university and community and all those who haven't had an opportunity to express themselves personally I want to extend my appreciation and further aloha from our community to you and the other members of the committee and to the staff for making these hearings possible.

Mr. **BRADEMAS.** The Chair would like also to invite any persons who may wish to have a further statement included in the hearing record to feel free to send that statement to Mrs. Mink who will in turn see that it gets in the record. We are adjourned.

(The hearing adjourned at 4:45 p.m., August 24, 1972.)

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## STATEMENT BY MRS. MANJIT REDDICK, ACTING DIRECTOR, PACIFIC AND ASIAN AFFAIRS COUNCIL

For over 20 years, the Pacific and Asian Affairs Council has sponsored an international affairs program in Hawaii's high schools. The goal of the Council is to encourage research and understanding in the field of international education—hence our organization's interest in H.R. 6168, a bill to amend the International Education Act of 1966 to provide for the establishment under the Act of an Asian Studies Institute.

It is imperative that children whose formative years embrace satellite TV, space travel and the awakening of communicative technology which staggers the imagination, have a well grounded understanding of the interrelationships among newly evolving powers.

It is mandatory that today's youth be knowledgeable about peoples from other countries, appreciate the diverse cultural patterns and be able to express and define their own roles effectively as citizens in relation to their country and other nations.

As the twentieth century prepares to close and the bamboo curtain begins to open, the study of Asia and the Pacific makes such understanding and appreciation all the more essential. Perhaps our primary national need as we look at this crucial area and the future is an educational system that does not largely ignore more than one half of the people of the world. Education in the United States on Asia, especially at the secondary school level, has been and is embarassingly deficient.

The PAAC has provided a vehicle for a limited study of the peoples of this area, but it lacks the resources for a serious and systematic study of the region as a whole. In the schools, there is a growing demand for curricular materials to supplement the present textual materials in the study of the Asian countries. The proposed institute could be designed to serve as a resource center for teaching materials and information on Asia as well as a center for teacher education in the field of Asian Studies.

A frequent traveler between East and West once observed perceptively, "When I am leaving the United States for the Orient, I see the American aspect in Honolulu"; what other place would be more suited to the development and implementation of the proposed institute?

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## Statement on International Education by Dr. Christopher G. Duffy, Assistant Dean, School of Business Administration Rider College, Trenton, N.J.

*Background.*—The armistice at the end of World War II found the United States the paramount military power in the world. However, the U.S. Department of State and the Foreign Service had few offices with any background, training, or experience in the two areas of the world that were immediately concerned in the post-war period, viz., China and French Indochina. The war on the Chinese mainland between the forces of Chiang Kai-shek and the Communist guerrillas and the problems in Southeast Asia and Indonesia thus found the government of the United States largely unprepared.

This lack of expertise and the fall of the Chinese mainland to the Communists in 1949 led to charges of Communist influence in the U.S. Department of State. Matters worsened during the attacks of Senator Joseph McCarthy of Wisconsin. He charged there was undeniable Communist influence in the Department of State and other sectors of the federal government producing a list he claimed contained the names of over 200 government employees who were members of the Communist Party. Later claims by McCarthy listed varying numbers of government employees but the list was never released. It was later totally discredited.

For many who came under the attack of the Senator, the period 1950–54 proved to be the end of their State Department diplomatic and government service careers. Americans interested in studying the non-Western world found they had to be cautious for some time after these events of the early 50s. The great and unfilled need for experts in the developing areas remained unmet.

The results of my research have shown there is still a grave need for those trained in an understanding of the non-Western world. However, within this void the area of the world most in need of attention is Asia.

*Methodology of the study.*—The population for this national study was derived by consulting the eleventh edition of American Colleges and Universities. All institutions identifying themselves as private, accredited, liberal arts colleges were made a part of this study.

Why did I choose to study undergraduate programs? Most of the early non-Western programs were developed on the graduate level. It was originally felt this was the proper level for non-Western studies. With the predominance of Western culture presented on the undergraduate level, the offerings on the graduate level would then act as a balancing influence. Cornell, Wisconsin, Indiana, Michigan, Tulane, and Stanford were among graduate institutions beginning early non-Western studies programs. Indeed, these six universities were the subject of a study, "The University Looks Abroad," which was published by Education and World Affairs. Education and World Affairs is an organization founded in 1962 to study, analyze, and assist in strengthening the international training, research, and service dimension of U.S. colleges and universities. EWA itself was a result of the development of a real need related to the increasing concern for the place of non-Western area studies in American higher education. Since that time, over a dozen reports have been the result of the organization's efforts as well as six EWA committees appointed to study various aspects of international education. Since becoming a part of the International Council for Education Development (ICED), there is no organization singularly oriented toward the discussion of non-Western studies at the national level.

Thus, while EWA had largely a graduate orientation, there was no attempt to study intensively the undergraduate programs. The Association of American Colleges completed a study in 1964 involved largely with curriculum. Most of the studies have not touched on the important matter of faculty training. This is where my study has a major departure from the others. Such concerns as interdisciplinary courses, training in non-Western areas, and innovative techniques in education related to non-Western studies were the subjects of my study. In short, I was interested more in the man teaching the courses than the courses themselves.

*Population of the study.*—The chief prerequisite for inclusion in the study was the institution's self-identification in American Colleges and Universities as an accredited, private liberal arts college. No attempt was made to ascertain whether or not these institutions already had successful non-Western studies programs. The total population of this study was 573 institutions of which 408 returned questionnaires.

The questionnaire covered seven major areas related to the development of non-Western studies programs:

(1) Actual enrollment of students in non-Western studies programs in the fall term, 1970

(2) The type of non-Western area studies courses offered using the curricular models developed by Ward Morehouse of SUNY

(3) The number of faculty having attended special programs in non-Western area studies

(4) The name of the program director or non-Western course coordinator if the institution had one

(5) Rating of non-Western studies programs as a low, mid, or high institutional priority when placing it against other institutional goals

(6) Membership in consortium agreements oriented toward development of non-Western studies programs

(7) Motivation for introducing non-Western area studies into the academic program.

I do not wish to make it seem there was total disinterest in undergraduate non-Western area studies by virtue of my remarks made previously. The Ford Foundation established 27 statewide non-Western studies programs for the development of much-needed expertise at the undergraduate level. Most importantly, these programs represented a dramatic change in philosophy as they represented Ford's first real investment in undergraduate non-Western education. Grants were made to faculty for initial and advanced study of a particular non-Western area. Additionally, grants were often made to a number of neighboring institutions facilitating sharing of already existing programs and facilities through inter-collegiate cooperation. For a year and one-half I was involved in the administration of the Indiana Non-Western Studies Project based at Indiana University, Bloomington. I saw first-hand the dynamic and interesting growth patterns of undergraduate non-Western studies programs in that state as a result of the project's influence.

Aware of the dynamics of interinstitutional cooperation and realizing the need for further study, I decided to combine my interest in undergraduate education and the developing consortia to ascertain whether consortium-related institutions had decidedly stronger non-Western studies programs than those institutions developing programs independently.

As stated earlier, since other studies had not looked at faculty development but only at curriculum, I made such development a major orientation of my study.

What were the results of my study?

(1) I found a lack of complementary courses in the non-Western areas. Most commonly, courses in history were offered if any courses were offered at all.

Regrettably, courses in political science, economics, and sociology would often be missing. However, with institutions sharing resources, this characteristic was often missing.

(2) Motivation was an interesting outcome. In a few states certain institutions stated that they began programs simply because properly trained faculty were available. There was no statement of institutional interest in non-Western studies as a whole. I wonder what will become of these programs when these faculty members leave these institutions.

(3) While I cannot state this is obvious cause and effect, in states where the major state institutions had well-developed programs in the non-Western areas and were interested in working with undergraduate institutions in that state there were rather well-developed non-Western studies programs in the undergraduate institutions and, particularly, the private liberal arts colleges. In certain states where this leadership seemed to be lacking strong non-Western programs were not to be found.

(4) A great deal of innovative education has resulted from the development of non-Western studies programs. A limited number of interdisciplinary courses have been developed. Unfortunately, there are not as many courses as one would desire. However, there is an obvious trend toward interdisciplinary courses based on a common problem or phenomenon in the non-Western world. As an example, a course in militarism in underdeveloped countries and economic problems in developing areas have resulted. It is hoped that non-Western studies will continue to be a vehicle for such important and meaningful innovation.

Let me emphasize that these are major trends I have found. They also relate importantly to your proposal as I will explain later in the paper.

*Other statements related to non-Western studies.*—Two of the most popular means of introducing non-Western studies into the curriculum are the cross-cultural and introductory course approaches. The first exposes the student to a culture through introduction to the philosophy, language, and literature of the particular area. Behind this approach is the belief that students can better identify with the area studied if the student knows something about these underpinnings related to that geographic area.

Others have called for entirely new course offerings. This approach usually calls for a sizeable library and related institutional financing. It also inhibits the opportunities for interdisciplinary work.

E. C. Blackburn has advocated this former system for institutions having limited financial endowment. He proposes that since liberal arts colleges offer fewer courses covering a narrower spectrum than a large graduate institution, faculty could be combined to teach courses during certain periods so that other faculty could take academic leave to further develop their non-Western expertise. Such a plan might call for extraordinary interdepartmental cooperation as a historian might have to teach a course in political science. However, the basis for the most successful non-Western studies programs is such an interdepartmental approach.

Harold Taylor advocates intercultural education and understanding as exemplified by the World College. This is an institution for students and faculty from all parts of the Eastern and Western world. As a result, both Communist and non-Communist ideologies are presented and defended in the college's classes. Students come away from the experience with greatly expanded attitudes and a true realization of why their own ideological feelings have developed and how they are related to the international political spectrum.

I believe this particular approach has real relevance to your proposal for an Asian Studies Institute. Your efforts and those of Mr. Taylor are related directly to overcoming ethnocentric ideals. Taylor feels his World College would make others more aware of their own culture as they become more aware of other cultures. In a sentence, this is the ideal of non-Western studies.

Non-Western area studies courses have a very pragmatic use as they cover areas of the world now the center of conflict or international diplomatic concern. Lyman Legters has often advocated a similar pragmatic approach to the teaching of non-Western studies. Such methods as conflict resolution are examples of his ideas. Students would take certain stands on international questions and discuss them developing their own ideas as they relate to that particular circumstance and also the intricacies and the questions revolving around that particular international conflict.

Daniel Bigelow feels that those having no insight or understanding of areas geographically distant and seemingly culturally alien are not in the real sense educated to meet the challenges of today's world and tomorrow's world; we must include non-Western studies in our curriculum. If we do not understand the non-Western world, we simply do not understand the entire world family.

Interdisciplinary courses have given higher education a chance to experiment in many different areas. They also provide the student exposure to a number of different academic disciplines at one time. This opportunity brings the student both information about a specific geographic area being studied as well as insights into the basic tools needed in a number of different academic disciplines. It also shows the student how one academic discipline relates to another.

*Recommendations for the Asian Studies Institute.*—I believe the Institute you are proposing should reflect certain of the ideas I have outlined here. The Institute should have a limited approach and be interdisciplinary in focus oriented to empirical research. By empirical research I mean work related to the study of problems most on the minds of those living in Asia today. Perhaps I am discussing something which might be called "an international land-grant institution." Hopefully, an institute with appropriate funding, and even funding on an international basis, might have such a positive effect on the Asian world.

I suggest the institute enjoy the support of a number of institutions in this country and other parts of the world with a real commitment to Asian studies and international education. My research has shown that such cooperation not only lessens the cost involved but enhances the value educationally of the non-Western programs. I cite line 2 of page 2 of your bill as the rationale for such consortium orientation.

Within this country, the University Center of Virginia is an example of what one statewide consortium sponsored by a major state university can do for those interested in non-Western studies. In this particular case, the University Center is largely oriented toward Asia. The quality of Asian studies programs at many of the liberal arts colleges in the state of Virginia reflects the leadership provided by the University of Virginia and the assistance given these institutions in further developing their programs.

Comments made during my study by many of the Virginia liberal arts colleges reflect the pride they have in this organization and also the gratitude shown the University of Virginia for its leadership in this area.

As further citation of the value of consortia, I mention the recent Office of Education publication entitled,

*Interinstitutional Cooperation in International Education.*—This is a report based on a study of the Regional Council for International Education (RCIE) in Pittsburgh. This organization has enhanced greatly the non-Western programs of the forty member institutions of the RCIE. The OE publication not only discusses this consortium but the mechanics involved in developing successful interinstitutional cooperation. It is not an easy phenomenon. Most importantly, a consortium has to be developed among institutions willing to release some of their autonomy for the greater good they feel can be gained from interinstitutional cooperation.

All too often, the institutions joining their cooperative venture fail to realize that they must give a little in order to gain from the consortium relationship.

Such interinstitutional cooperation should also have an interdisciplinary base. Agronomists might work with those concerned with population control discussing and researching this concern which is all too real in Asia. Further examples easily come to mind and could result in research projects which would be dynamic, and most importantly, of real use to Asians.

In summary, I am saying that interinstitutional cooperation not only provides programs that are educationally viable and meaningfully innovative but also relates well to the part of the world community these programs are to serve.

The lack of knowledge and misunderstanding of the Asian world in this country can take a great step down the road to understanding if an institute such as the one you are proposing can be developed.

I want to thank the committee for the time they have taken to review my remarks. I was flattered to receive an invitation from Congresswoman Mink to prepare a statement for the committee. I welcome your questions or comments.

## Testimony for the Asian Studies Institute by T. K. Roy, Private Citizen

There is a great need to establish an organization which will help Americans and any other nationals in better understanding of Asia, its people and culture. Much has been talked about problems in Asia and to an American or for that matter to a western man, Asia usually brings a picture of problems. However, Asia itself is not an embodiment of problems; it contains the nations and countries where developed civilizations existed even more than 5000 years ago when many of the western civilizations were not born yet. True, the western civilization has provided many modern amenities of life, yet it is not all. There are many nice things that have existed in the ways of life and customs of Asian people which can enrich the modern western civilization. Now that man is trying to explore the existence of life and civilization beyond our planet it is a pity that we have not understood each other on this earth itself.

Arguments might be put toward that there are many American universities and institutes which provide Asian Studies as a part of their curriculum but it must be said that the facilities are not adequate and compared to European studies the facilities are practically insignificant.

Hawaii is a perfect place to have an Asian Studies Institute since it is where the intermixing of the East and the West has been more thorough than anywhere else in the world. People who would come here will also have many things to learn from this intermixed population. Moreover, the existence of an Asian Library here will be an added advantage to the new Institute and the scholars can gain much from its facilities.

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## Statement of Marion Saunders, Educator, University of Hawaii

In my few remarks I would like first to express the hope that the Institute of Asian Studies will be an autonomous and financially secure Institute, free of political ties to the American government, and with a capability for long-range planning. If it is to function as an instrument for understanding between American and Asian-Pacific students and scholars it must be unfettered by government obligations and policies. This we have learned from the East-West Center.

Three points I would like to illustrate by examples from the Trust Territory of the Pacific Islands and from the record of East-West Center students.

First, cultural understanding is an indispensable concomitant with the goals of academic degrees and technical knowledge. Cross cultural understanding involves feelings, attitudes, value systems, i.e. the non-cognitive. Far from an "instant" process, it grows out of continuous and extended interaction between American-and-Asian students, between Asian-and-Asian students. Hawaii provides a congenial setting where daily contact between differing cultures is an accepted fact—and many of these are cultures of Asian/Pacific background. Asian students attest that Hawaii is less "alien" to them than the mainland, and pressure toward conformity with American values is less. In this setting the Asian feels less need than on the mainland to put on the robes either of the exotic foreigner or the admirer of American culture . . . more able to be himself. And this provides the American student with a richer, more realistic basis for understanding Asians.

The "knowledge revolution" is outstripping human understanding on all sides, and the need today and in the foreseeable future is for human beings to learn how to reach and understand each other. As one South Asian student expressed it: "Living with people from different parts of the world, sandwiched between friendliness and hostility, I have learned that appreciation is not inconsistent with criticism and I am learning to take both with equanimity."

Emphasis solely on academic achievements does not bring cultural understanding. The early students of the East-West Center learned this very well, and for everyone who visits Center Asian alumni in their home countries it is a "shock awareness" to receive their testimony on the high value they place on cultural understanding reached at the Center.

I would hope that the Institute will give attention to maintaining continuing contacts with students and scholars who grow through its programs. Modest investment in such return seminars every five to eight years will pay large dividends in strengthening the functioning of individuals who may be isolated and discouraged where they are—be they American or Asian/Pacific. Time after time

American students experienced the cultural shock of returning to their provincial worlds on the mainland to find that interest—knowledge—commitment—to Asian affairs was so lacking that they could hardly see where to begin. Truly, we as a people have taught our generations about a world in which Asia hardly exists!

Second, to become multi-ethnic is much more than to be multi-lingual. Americans are prone to attribute multi-lingual. Certainly language is a valuable tool on the way toward understanding another people and its culture, but of itself it is not sufficient. The person who is multi-ethnic moves around comfortably in another culture, is able to cope with the challenges it presents, to understand some of the many layers that lie behind observable behavior. Similar surface expression either of language or gesture can differ dramatically in meaning within differing cultures. A sensitive Philippine psychiatrist has said that her "insight of psychology were futile without the handles of culture."

Students from the Trust Territory of the Pacific Islands came to the University of Hawaii from their small islands usually as a first-time-away-from-home. During my years as adviser I could see the stages of adjustment leading up to achievement, by some, not all, of real multi-ethnicity. Let me illustrate this in action today.

One of the ablest of Micronesian students took his degree in political sciences at the University, is a member of the Congress of Micronesia, and now heads the Committee on the Future Status of the Trust Territory. As Chairman of that historic Committee he has given Micronesians the leadership to wrest from often-reluctant Americans the autonomy and self-government Micronesians desire and deserve in a free-association contract with the United States. His ability not only to understand and anticipate American motives and behavior but to also communicate convincingly is evidence of his multi-ethnicity.

One of the Yapese politicians, members of the Congress of Micronesia, majored in English literature, came to love the English language, while never losing his Yapese-ness. His felicitous phrasing expresses his ability to freely cross cultural boundaries: "The people of Yap firmly believe that ours is a world of revolution, a world that continues to change and make change. It is a revolution that started in Micronesia in the sixteenth century when the Spanish discovered Micronesia. Today it is a revolution not just for pride and nationalism, but also for economic well-being, social reform and political freedom."

"It is the belief of the Yapese people that if we Micronesians do not know and cannot decide what we want or what is good for us politically, then no one else, in and outside Micronesia . . . can tell us what is good for us.

". . . The people of Yap and their leaders announce that for the immediate and the foreseeable future they will support the position of a Micronesian in free association with the United States of America."

Third, the Institute academic programs should have the freedom to be custom built for individual students, not tied to existing academic requirements. The revolution in education today recognizes that the growth process takes place in each individual under unique idiosyncratic conditions.

I would plead that the Institute for Asian Studies not allow itself to become locked into the treadmill of degrees, certificates, testing, etc., that represent purposes to a large degree inconsistent with the goals of the Asian Institute. Americans, for all their ballyhoo about readiness to change, are really uncomfortable with differences. A game my family has long played is watching how the menus of new restaurants begin with enchanting new dishes and gradually move toward a menu indistinguishable from that of most-other eateries.

Dr. Margaret Mead, several years back, told the East-West Center that the trend toward "sameness" in research grant proposals was a depressing fact . . . that where originality and creative effort should be rewarded, everyone was copying the last person who was awarded funds. The trend toward problem-solving or the "problem approach" is another example of the move away from the uniqueness which characterized the early East-West Center.

I would hope that the Asian Studies Institute would build into its basic structure the freedom to program students for their maximum growth and greatest cultural understanding—which might be unrelated to degrees. If cultural understanding involves continuous interaction, then time must be allowed, and opportunities created for cross cultural growth.

One American example can be cited, a student who, at the East-West Center, was an active interchanger but did not complete a degree. He subsequently spent five to six years in Laos for AID and wrote from there: "It is because of their open nature, their human-ness that I love the Lao and Laos. I have the East-West Center to thank for opening the door to the Asian heart. I spent all of my time there learning about the Asian people and it has paid off . . . my understanding of Asians has prepared me for a good life of service in Asia."

A Micronesian student who worked hard at understanding American ways and behavior, who wanted very much to be multi-ethnic, grew into this through return training in Hawaii. She not only "made it" via these several stages, but she went on to participate in an international seminar on nutrition in the Netherlands. Degrees never diverted her from appropriate training.

Time and flexibility are essential if the Institute is to become both creative and successful.

Students from the Trust Territory of the Pacific Islands were not required to meet entrance exams, to carry standard loads, to follow ordinary sequence of courses. Today, two-thirds to three-fourths of the Senators in the Congress of Micronesia are graduates of the University of Hawaii. The top two Micronesians in the executive branch of the Trust Territory government are early graduates of the University. The first Micronesian to earn a law degree, present Legal Counsel to the Congress, spent six years in high school and University in Hawaii. For all of these, time and flexibility were invoked and programming was highly individualized.

What I have tried to say is what UNESCO has stated: "The crisis of time is a crisis of cultures as well as of economics and politics."

I believe this is what the Asian Studies Institute proposal is all about.

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## STATEMENT OF LENN EVAN GOODMAN, PH. D. ASSISTANT PROFESSOR OF PHILOSOPHY, UNIVERSITY OF HAWAII

America's reaction to the launching by the Soviet Union of the Sputnik satellite brought about the most far-reaching changes in American education and educational policy since the introduction of compulsory primary and secondary schooling in this country. For that historic event served as a focal point to the awakening American awareness of the crucial need for scientific and technical education. The provision of high quality scientific and technical education on a wide scale was recognized to be a public responsibility not merely as a matter of national prestige and international leadership but as a matter of urgency, in many ways a matter of survival.

The resultant emphasis on scientific and technical education swiftly called forth a response in other areas as well: The crisis, it was realized, extended to the areas of reading and communications skills, at the elementary, secondary, and higher levels and to the humanities and social sciences at the secondary and higher levels. Just a year or two later a new crisis was recognized in Foreign Area Studies.

Federal Grants and Foundation awards poured forth in profusion in recognition of the paucity of this country's expertise in "vital areas" around the globe, as they had in the sciences and in the humanities. Area-studies centers blossomed throughout the country. Further crises have ensued since, most notably those which have involved the recognition of the rights of underprivileged groups and of women, and those which seek to turn our intellectual as well as material resources to the problems of welfare and poverty and to those of pollution and the improvement of our environment and of what has been called the overall quality of life.

I cite these highlights of the last 15 years of American educational policy, which the Honorable Members of the Committee no doubt know far better than I only because of a common trend I think I see in all of them: In each crisis there was a sense of awakening to a problem area to which attention was long overdue. This was followed by the rapid development of extensive programs in that area, stimulating the interest and involvement of literally thousands of students, teachers, researchers, and other specialists. There was subsequently a gradual falling off of interest as new crisis area came into view and attention was preempted. Invariably there was an outfall of workers and specialists, a wastage of students and of training as the emphasis shifted. Science in many areas is again being neglected. The NDEA program, which was a mainstay of science and the humanities as well as area studies has run its course.

Many of the Area Studies Centers have closed their doors, while others have become faddish in their efforts to follow the elusive trail of shifting interests and policies. And today we may witness the spectacle of many members of my generation, the generation who went to college when Kennedy went to the White House, who were encouraged to be scientists in junior high school, to be writers in high school, to be area specialists in college, to turn to the problems of the minorities and the poor and underprivileged in graduate school, standing at the portals of their graduate institutions, their advanced degrees in hand, wondering what has become of all the needs they were trained to serve. They are unemployed or underemployed. Their training is no longer thought to be relevant.

I am testifying in behalf of the Honorable Representative Mink's proposed amendment to the International Education Act of 1966 because I believe that this proposed amendment aims at making a permanent commitment to one of the areas which our national educational policy cannot afford to overlook, the area of Asian Studies. We have long recognized that in order to communicate with and relate to individuals and institutions of Asian societies we must develop an understanding of their history and languages, their religious, philosophical and artistic traditions. We are coming to recognize as well that an adequate understanding of ourselves and our society and culture cannot be parochial but must be integrated into the wider perspective of world civilization in which we exist as individuals, as citizens, and as bearers of culture.

What we have yet to recognize, but what I hope the Mink amendment may help us to see is that we cannot and must not approach Asian Studies or any of the other of our areas of educational concern with a crisis mentality: As though the depth which we require in these areas were something we might turn on and turn off at will. We must develop our competence in the disciplines and broaden the purview of the disciplines themselves so as to embrace the previously neglected (or fitfully attended) areas. Only by building our competence, our professionalism in this fashion can we ensure a permanent capability of responding to genuine needs as they arise.

The location of an Institute for Asian Studies in Hawaii would be both natural and felicitous, since the State of Hawaii, both geographically and (more importantly) culturally is a window for our country which looks toward Asia. The University of Hawaii, which is unquestionably the leading educational institution in the state and which has recognized and established competence in the disciplines and the regions of Asia would provide an excellent home for such an Institute, making it by no means necessary for the long range tasks of building and development (materially and intellectually) to be begun from the beginning.

It is because I believe that the Mink amendment may serve as I have indicated to help make our university more truly universal and therefore more capable of serving the people of Hawaii and of the United States that I believe her amendment to be worthy of your support.

Thank you.

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### STATEMENT OF K. S. SITARAM, ASSISTANT PROFESSOR OF SPEECH

We do have a need for an institute for Asian studies the purpose of which should be to bring about understanding between Americans and Asian peoples by understanding Asians rather than making them understand us.

Understanding comes only by effective communication. Lack of communication creates misunderstanding. Many international misunderstandings could be solved by first knowing the cultural and other factors that cause such breakdowns and then employing the most efficient method of interaction that is suited to the nation with which we are trying to communicate. Right now, we have no evidence that any institution has made serious attempts to study the factors that affect communication in Asian cultures. Therefore, Research and Training in Asian Communication should be an important area at the proposed Institute. The program should include the following activities.

(1) Inviting here Asian scholars and specialists in areas such as Philosophy, Linguistics, Speech, Dance, Drama, Music, Literature, Journalism, the Film, Radio and Television and providing them with facilities to write books in English and/or translate books from their native languages to English in the areas of their specialization.

(2) Having our students take courses from visiting scholars and specialists.

(3) Training American scholars, students, diplomats, businessmen and others that are interested in learning the art of communicating with Asian peoples.

(4) Involving *all* Asian scholars and specialists that are available in Hawaii in developing programs of study and training in Asian communication.

(5) Organizing cooperative projects to study and recommend how modern technology could be adapted to develop efficient and faster means of communication within Asian cultures and between Asia and the United States.

(6) Making the Institute entirely scholarly rather than political.

My travels in Asia and discussions with many Asian scholars and specialists have convinced me that the above approach will be most useful. At the end of each year, when the Institute publishes its annual report, it will be evident that such an approach is better than the others.

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## STATEMENT OF WALTER F. VELLA, UNIVERSITY OF HAWAII

Mr. Chairman and Members of the Subcommittee:

I support H.R. 6168, introduced by Representative Patsy Mink, which would establish an Asian Studies Institute as a means of promoting the understanding between the United States and Asia.

In analyzing the reasons for support of the resolution, three questions immediately come to mind: (1) What level of need is there in the United States for knowledge about Asia? (2) How effective would an Asian Institute be in satisfying that need? and (3) Why should the Institute be located in Hawaii?

*The need.*—On the first question, I think the need for Americans to know more about Asia is clear; the opposite proposition—that the U.S. is already doing all it need do to promote understanding of Asia—is manifestly untenable. Concentrated and serious study of Asia is new in the United States. It dates from World War II. It dates from the time Americans began to realize that the United States was a global power with global responsibilities. I would be the last person in the world to disregard what the U.S. has done in the past 30 years, for my personal career as a student of Asia was stimulated by and, in large part, launched by the American government through the Army Specialized Training Program and the G.I. bill. Congressional support of Asian scholarships through the National Defense Education Act, through the creation of the East-West Center, through parts of Public Law 480 and the Fulbright Act have had a major impact in promoting study of Asia in the United States. The question remains, however, as to whether there is a need beyond what has been done.

I and virtually all ofmy Asian colleagues believe there is such a need. It is a need, however, that is difficult to delineate precisely. A recent attempt was made by Southeast Asian scholars in the United States to review the profession and came to some conclusions regarding needs. I heartily recommend that the subcommittee read this review, written by Professor Gerald Maryanov of Northern Illinois University. The review indicates the considerable gaps that exist in our study of Southeast Asia—the low level of language competence of many so-called area experts, the unevenness of study by region and discipline, the relatively small number of "experts." The review is, however, tentative with regard to exact needs: it leaves it up to the reader to ponder, for example, whether two American scholars fluent in Burmese is enough, whether four American scholars fluent in Vietnamese is enough.

And American scholarly expertise on Asia is not the only criterion for evaluation of American knowledge of Asia. In fact, I would suggest that an even more pressing present need is to raise the general level of public knowledge of Asia. Here exceedingly little has been done. Some states, on their own, have sponsored study of Asia at the secondary school level; the vast majority have not. There is no program of any size that I know of to foster knowledge of Asia among secondary school teachers. It is no wonder, then, that the cliches about Asians of a century ago are still current—to Mr. Joe Citizen the Asian remains inscrutable, exotic, unfathomable at best.

The problem of deciding what to invest on knowledge of Asia is part of the problem of what general education is worth. It is relatively easy to put a price tag on a research problem with a definable goal such as developing a Wankel engine or curing sickle-cell anemia. But investment in the fostering of knowledge of Asia raises complex problems as to how much knowledge we need, how much we can afford. And, I believe, we can afford much much more than we are currently spending. And certainly the $10 million annual price tag of the proposed Asian Institute is not excessive. The total bill for the U.S. government investment in the SST, for example, would run such an Institute for 100 years.

*The institute.*—There are many possible ways in which a larger American effort toward understanding Asia could be made. Moneys earmarked for Asian education could be dispersed through the states; several institutes could be established; grants could be offered to leading universities.

Each method would have advantages and disadvantages. The virtue of a single institute is that national review of adherence to national goals could more readily be implemented. A concentration of Asia experts would provide more fertile ground for incubation of new ideas. And a single institute would be the most economical use of scarce resources, it would avoid duplication of administrative personnel, library resources, and language training in the less-well-known Asian tongues.

*Hawaii.*—I believe some of my colleagues will address themselves primarily to the question of why Hawaii is a logical focus of an Asian Studies Institute. I shall be brief on this question.

The simplest answer to "Why Hawaii?" is "Why NOT Hawaii?" I don't mean to be flippant, but, while there are other outstanding Asian studies centers in the nation, the University of Hawaii certainly is in the forefront with regard to its range of interest in Asia, number of experts, and number of students interested in Asia. No university teaches as many Asian languages to as many students as we do. No Asian program in the natioa has been as self-reliant, as little dependent upon so-called soft money as the University of Hawaii. Our long and deep commitment to Asia is easily understood when one knows the Hawaiian electorate. Study of Asia is as natural to Hawaii as is the study of mining in Colorado.

The expanse of our study of Asia could, of course, be used against us. The presence of the East-West Center in Hawaii—in itself an expression of Hawaii's eminence in Asia—could be used as an argument that enough is already being done here. In fact, this argument is specious. The logical course is to build where there is strength, where there is a lasting commitment. Existing Asian strength in Hawaii would contribute to the success of an Asian Institute. East-West Center expertise—which concentrates on very different aspects of Asian study, i.e., the study of certain contemporary problems—would complement an Asian Studies Institute devoted to broad areas of knowledge.

Lastly, the locus of the Asian Studies Institute in Hawaii would by no means mean that its concerns were local or parochial. The Institute, as conceived, would require a national, indeed international, effort. It would be a joint concern of Asianists directed to a national need. The locus of its administrative center, should not define what is done or by whom.

## STATEMENT OF JAMES R. BRANDON, PROFESSOR OF DRAMA & THEATRE

(Sent from Tokyo)

The need for an Asian Studies Institute:

First, such an Institute could make a unique contribution to the knowledge of Asian civilizations by capitalizing upon a unique and existing pool of talent already assembled at the University of Hawaii and through a multitude of Asian contacts.

Second, there is a compelling reason for a separate Institute, since the EWC has, of its own choice, focused on restricted areas of research, to the exclusion of other areas.

Third, in view of (1) a surfeit of "action" programs in and out of government attempting to apply specific sociotechnological remedies to specific identified "crises," (2) increasing awareness of the narrowness of such approaches, (3) lack of long-range, concerted, and objective study of the essential nature of Asian cultures, and (4) the composition of the UH Asian Studies Faculty, suggest such an institute could make a significant and a unique contribution emphasizing broad and interrelated studies of Asian civilizations, with the emphasis placed upon humanities and the arts and the values which they express.

Fourth, such an Institute should formulate concrete goals; or to put it another way, should insist upon channeling the bulk of its resources into the achievement of specific, concrete objectives: A series of books, a series of films, a complete documentation of a subject area, etc. If we are after more than money to play around with, we must be resolute in formulating both broad goals and specific objectives. We have all seen too many cases of money slipping away on this and that, with virtually nothing to show for it. This will be difficult. I think it is essential. Put still another way, the Institute should be primarily in the business of formulating and supporting large-scale projects; it should not be supporting individuals *per se*.

There are numerous other reasons such an Institute would be valuable, which I cannot detail here. But let me add one point which has made a very deep impression on me during this year of travels. In so many countries local values are being swept aside by *default*, because Asian leaders so often undervalue or do not know how to *articulate* values that have never had to be explained before. Since Western values and technology are based on impressive rationalized positions, the tendency is to be overwhelmed by the new values. Such an Institute would help Asians "discover themselves," both by participating in the research and by the results. Asians should have "a choice"; few Asians today do because the conceptual system developed in the West seems only to serve Western values.

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### STATEMENT OF STENLEY F. ANDRYCHOWICZ, GRADUATE ASSISTANT, DEPARTMENT OF PHILOSOPHY, PRESIDENT, ASSOCIATED STUDENTS OF PHILOSOPHY, UNIVERSITY OF HAWAII

All of you are to be heartily congratulated for consideration of this proposal to further the study of Asian humanities. If an Asian Studies Institute were to be so established it would not only be unique in the United States but also would meet a very important and timely need. The traditions and history of our country are generally assumed to be linked with some sort of nebulous concept called the "West." But, this proposal would open up new vistas for Americans by not only offering different world views but challenging our own values, traditions and history. Since most of us resist challenges to our basic values and assumptions I suspect that this will be the most basic objection to a bill of this sort. This challenge is very important in our complex age of rapid change and we need courage to face it. Thus, I strongly urge that you push this proposal. I would also like to offer some suggestions.

I think that Hawaii and the University of Hawaii provide an excellent location for this kind of institute. We already have a mixture of East and West in the Hawaiian community. There are family and business ties with Asia. There is local interest in supporting study of Oriental cultures—e.g., the Philosophy Department has received help from the local community in running the internationally famous East-West Conferences. Speaking within the context of the Department of Philosophy I know that it has for years, with limited resources, carried on a program of Asian philosophy and comparative philosophy that has no parallel in any other school in the United States—perhaps even in the world. Finally, we already have the pioneering work of the East-West Center itself.

Very briefly, four other points must be added. First, this program has to be a long range affair which should not be evaluated with the same criteria that one would apply to a more scientific oriented institute. Short term funding would be useless since humanities (especially in philosophy and religion) demands time for growth and understanding. One simply cannot become a humanist in three to four years of study and research. The insights of humanities just do not work this way—and this is more so when dealing with Asian studies. Secondly, speaking as a student, I know at first hand the importance of having money available for study. Frankly, if more money were available now, there would be a vast increase of students in our programs of oriental studies immediately. Thirdly, as more students are attracted, the faculty will take care of itself because the interest and opportunities would be present. Provisions for increased faculty are necessary. Finally, and of extreme importance, the library facilities and resources have to be greatly expanded and improved. Presently our meager resources are housed in difficult locations under conditions less than desirable.

In Hawaii we have the groundwork already prepared for an exciting, fresh approach to the study of man, East and West. What we need now is courage and foresight to seize this opportunity.

### STATEMENT OF PROF. BRIAN E. MCKNIGHT, DEPARTMENT OF HISTORY, UNIVERSITY OF HAWAII

During the recent hearings on H.R. 6168 held in Honolulu a number of individuals, in oral testimony, suggested that it might be wise to consult with leading scholars in Asian Studies from the various centers within the United States, before determining a location for the proposed institute. It was suggested that unless consulted these figures might react negatively to the institute itself. Two possible bases for negative reactions suggest themselves. First, the feeling that in the determination of goals and policy they should have been consulted. And secondly, the feeling that, if the institute were not located at their own institution they would not be able to benefit in important ways from its facilities. Might I suggest that these unfortunate reactions might be obviated if the bill were written in such a way that it (1) specified the University of Hawaii as the location of the institute, (2) provided for prior and continuing consultation with leading figures in the field of Asian Studies concerning the policies of the institute, other than its location, and (3) to avoid causing scholars in other academic institutions to feel that they have been left out in the cold, provided for a system of generously endowed annual grants to be made annually which would permit scholars at other U.S. institutions to spend a year at the Institute, doing research, and consulting with leading Asian visiting scholars.

### STATEMENT OF DOUGLAS R. PRICE

Mr. Chairman, Mrs. Mink, ladies and gentlemen, a wise woman said to me only yesterday: "If everyone was a travel agent, we wouldn't have any more wars." Though that might be a bit impractical, the truth of the statement remains. Anyone who has had the experience of living in another culture, specifically in an Asia culture, could never again refer to Asians as "gooks" or "chinks" or even "fat Japs." Therefore I urge you, as part of the legislation before you, to create opportunities for many young Americans—thousands upon thousands—to have an opportunity to *live* in an Asian country for at least six months. We have seen what the Peace Corps experience does to young Americans, and what it does is healthy for the peace of the world. Let us make that kind of experience readily available to many thousands of young, impressionable Americans.

In the wake of the war in Indochina, there will be much rebuilding to be done. Let us mobilize the blessedly idealistic energies of our youth to help with the rebuilding—not as teachers and latter-day missionaries, but as workers alongside the people of Asia.

In a few years China will open up to Americans. I hope you will find a way to enable many Americans to have the incalculable experience that I have had of living in China. And make provision, too, to bring Chinese students and scholars over here in large numbers.

I used to lecture that the Chinese and Americans have two important things in comomn: pragmatism and humanism. Let's discover our common humanity and enlightened self-interest by visiting and learning about each other in very large numbers.

Thank you.

### STATEMENT OF DR. PATRICIA G. STEINHOFF, ASSOCIATE PROFESSOR OF SOCIOLOGY, UNIVERSITY OF HAWAII

I am testifying as an Asian Specialist, with twelve years of study, research and teaching experience related to Japan. I hold a B.A. in Japanese Language and Literature from the University of Michigan and a Ph. D. in sociology from Harvard University. I have spent three years in Japan studying language and doing research. Most of my study in Japan was supported by the United States government, through NDFL language fellowships and the NDEA-related Fulbright-Hays program. In the four years that I have taught at the University of Hawaii, my courses have included Peoples and Institutions of Japan, Contemporary Japan Studies and Comparative Institutions of Japan, China and Korea. I am testifying as a private individual, urging that you support H.R. 6168 to establish an Asian Studies Institute at the University of Hawaii.

Asia is half the world's area and nearly 60% of its people. Historically, Asia has nurtured several of the world's greatest civilization, two of the world's major writing systems and some of the world's greatest art, philosophy and literature. Yet for most educated Americans, Asia is remote, hazy and irrelevant. American public school education leaves the distinct impression that the history of civilization encompasses only the area between Egypt and England. And most American children think Marco Polo found China in about the same state that Columbus found America.

Up to the present time, American interest in the study of Asia has been generated largely by war. In 1934, there were only one hundred persons in the entire United States who were engaged in or interested in Japanese studies. There were only thirteen Americans sufficiently trained in the Japanese language to use it for research purposes, and five of the thirteen were still students.[1] When World War II began, there was only one study in English of Japanese social life, and that was a study of a remote agricultural village.[2] During the war years the government conducted a crash program of language training, and even tried to enlist scholars to conduct research on Japanese society in absentia, using content analysis and interviews with Japanese who had immigrated at least seventeen years earlier. We have since learned that this research was tremendously distorted because the pressure of war forced scholars to ask the wrong question. Instead of asking "What are these people like, and how can we deal with them most effectively," they asked, "Why are these people crazy enough to start a war with us?"

Yet the legacy of that war was a substantial number of Americans trained in the Japanese language and interested in the country. When the war ended, many of them used the G.I. Bill to continue their study of Japan. They became the second generation of Japan specialists in this country. Among the Japan specialists who are now in their forties, 49% were directly influenced by the war. The third generation of Japan specialists, of which I am a part, has also been influenced heavily by military considerations. Many in this group had their first experience with Japan through Korean war service, and an even larger proportion have been supported by the National Defense Education Act. This excellent program of support for language and area studies was passed by Congress largely because America's lack of persons who could communicate in Asian and other less popular languages was perceived to be a weakness in our national defenses. To obtain support from this program, the student must sign an affidavit promising to contribute his language skill in time of national need.

I have outlined the picture for Japan, but it is virtually the same for every Asian country. Korea and Vietnam were barely discovered until the U.S. became involved in military conflict there. China and India received a bigger push in the fifties and sixties because of the Cold War. In each case, it has been war or threat of war which has finally led us to take an interest in the study of an Asian country.

This is not to condemn the money which has been spent on Asian studies as a result of war. The need was certainly real enough, and the money has been well-spent. However, this approach leaves two problems: first, it has always been too little, too late. Perhaps if a fraction of the same amount of money had been spent on the study of Asia before each war, the tremendous costs of the wars themselves might have been reduced or even eliminated and millions of killed and wounded saved. And, second, the narrow focus on defense needs overlooks other reasons for the study of Asia which ought to be far more important than defense, in the long-run. These two are trade and cultural understanding.

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[1] Statistics on Japanese studies are from SSRC–ACLS Joint Committee on Japanese Studies, "Japanese Studies in the United States," 1970.

[2] John Embree, *Suye Mura: A Japanese Village*. Chicago; University of Chicago Press, 1939.

Some Americans still believe that war is an aberration, and our country can, should and will someday return to a "normal" life of trade and peaceful interchange between nations. I still believe it, although sometimes only as an article of faith, and I trust that you do too. Then we must ask, what is the relevance of Asia to an America that is not fighting an Asian war?

Already Japan is the number two trading partner of the United States, second only to Canada. Trade with the rest of Asia is nearly as important as trade with Japan, in terms of raw materials and expanding markets for exports. We can now anticipate an increase in trade with China over the next decade. Economically, it would be difficult to survive without a healthy trade in Asia. Yet Asian trade is difficult for American businessmen. Few know the languages of Asia so they are forced to rely on the English ability of their trading partners. Few understand the subtleties of doing business in Asia, so they become frustrated and often lose out on valuable opportunities. And few grasp Asian social values, which affect the goods people think they need or want.

Traditionally, Americans have studied Western civilization in order to understand their own values and cultural heritage. Yet much of postwar social scientific research indicates that one of the best routes to self-understanding is the study of difference. The study of Asia not only teaches us many different ways of living; it also helps us to understand what is most fundamental and unique about our own way of life. For example, it has taken us first wars and then research to understand that Americans have a much greater need for political disagreement than many other societies do. Our heritage is adversary justice, the yes or no vote, and the open clash of opposing views. Without studying other societies, we have believed that these were essential ingredients of democracy, equality and freedom. Yet many Asian societies perceive conflict as anarchy, and associate the concepts of freedom and equality with economic and social security, rather than with the freedom and independence of the individual. By learning to understand the perspectives of these people, we can deal with them more effectively and appropriately, and, hopefully, without wars. Moreover, we gain a much deeper appreciation of our own values and their importance to us.

If Asia were important to the United States only because of its military threat, then we would probably be close to meeting the need for language specialists, though we would still require a much broader understanding of Asian peoples and cultures. But if Asia is important to the economic and cultural future of an America at peace, as I have argued, then we must do far more.

Asia must not remain in the exotic preserve of a handful of specialists; it must be as familiar to Americans as Roman law, the French Revolution and Shakespeare. To accomplish this, Asian history and culture must be part of American general education, just as western language, history and culture is now. It must reach down first to the undergraduate colleges and the junior colleges, and then to the high schools and elementary schools.

Unfortunately, we are presently so far from that goal of general education on Asia that we must start way back at the fundamentals of scientific research before we can begin to meet the need. In this respect, America is like an underdeveloped country which must start with a university in order to produce teachers and books so that it may begin a public school system.

There are over 2,150 universities, colleges and junior colleges in the United States today.[3] Yet we only have a total of 500 specialists on Japan, including advanced graduate students. Of these, 110 are historians, 98 are language teachers and the rest are scattered in 15 different disciplines. In my own field of sociology, there are exactly 16 Japan specialists in the country, and not all of these are even able to do research in the Japanese language. If you took all the Americans who are specialists in all countries of Asia, in all academic disciplines, there would barely be one for each college in the country.

That type of distribution is, of course, impossible. A specialist on Japan is not a specialist on India. You cannot expect an Asian scholar to cover half the world with dozens of radically different languages, when a European specialist can only cope with Shakespeare or the French Revolution or twentieth-century Germany. And you cannot expect a political scientist specializing in Japan to teach Japanese language or a historian to teach anthropology. We would not dream of doing this for France or Germany, and yet it does happen from time to time because Asian specialists are so rare. Moreover it is extremely difficult for an Asian scholar to work in isolation. He needs a library and he needs colleagues to talk to. Thus, of the nation's 500 Japan specialists, 424 are located at 61 institutions. Only 20 universities in the country have libraries holding 10,000 volumes or more in Japanese, which is a bare minimum for doing scholarly research.

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[3] The World Almanac, 1971 edition, pp. 143–167.

Where are we going to get the manpower for general education on Asia? Clearly, we will not find it overnight. The general rule of thumb is that it takes ten years to produce an Asian scholar. Unquestionably, Asian languages are more difficult to learn because they have less in common with English. Yet we have created a vicious circle out of this fact. Since the languages are difficult, we postpone them. Most under-graduate students in the United States could not study Japanese or Chinese or Hindi if they wanted to, because the languages are primarily available at a few large universities which cater to graduate students' needs. I was extremely fortunate to have attended a university where it was possible to obtain a B.A. in Japanese language and literature. It meant that I only had to spend one additional year of graduate training at the InterUniversity Center for Japanese Studies in Tokyo before I was able to use the language for research purposes. Most students cannot begin their language study until they go to graduate school, and it slows them down by a minimum of three years. Even at the University of Michigan in the early 1960's, students were not permitted to take Japanese or Chinese to fulfill their language requirement. You could take these languages only *after* you had completed two years of French or German or Spanish or Russian. Yet all modern research on language learning suggests that the earlier one begins, the easier it is to master a foreign language.

Since we do not have the manpower to introduce Asian language training much below the graduate level, the only temporary solution is to provide sufficient support and incentive to permit older students to make the required commitment of time. The American school system has always had the incentives of required courses in European languages and history, so there is nothing particularly radical or unfair about providing financial incentives now to increase manpower in Asian studies.

Yet to increase the manpower, we also must increase the support for basic research on Asia. We need support for libraries, for the support of American scholars in the field and for the support of Asian scholars who can come to this country to teach us. Out of this effort must come more information and scholarly understanding of Asia and educational materials through which that understanding can be shared. This means publications: both scholarly studies and textbooks. It also means translations of works on Asia by Asians. At present, we translate about 25 books a year from Japanese to English, yet about 8,000 new books a year are published in the social sciences and humanities alone, in Japanese.

H.R. 6168 is not the full answer to this problem, but it could do a great deal. For the price of just a few hours of the Vietnam war, the U.S. could create an Asian Studies Institute which would increase the number of Asian specialists two or three fold or more in one decade, and would increase our knowledge of Asia by a corresponding amount.

Representative Mink's bill stipulates that such an Institute should be created at the University of Hawaii. I support that stipulation for several reasons. First, the Institute must be built on an existing base of Asian scholarship. It must go where there is already a concentration of specialists, language training facilities and library resources. Hawaii has this base. It has the single largest concentration of Asian specialists in the U.S. In the Japan field alone, there are 51 specialists. The next largest concentrations are at Columbia, Michigan and Harvard, each with less than 20.

Second, Hawaii is the only place in the entire country where Asian studies is already integrated into general education at the undergraduate, high school and elementary school levels. Granted, this is due to the ethnic composition of the state. Yet Hawaii is the one place which has substantial experience in developing general education materials and in teaching nonspecialists about Asia. For example, I teach an undergraduate course on the People and Institutions of Japan to approximately 200 students every semester. These are education majors, business majors, liberal arts majors and engineering majors. Only a few are specialists in Japan. That is probably twice as many students as the number who take similar courses at all other institutions in the United States combined. And that is why many of us teach here. It is the one place where Asia is regarded as a normal part of education and scholarship, not an exotic speciality on the fringes of academic respectability.

Third, Hawaii offers excellent local exposure to Asia. Because there are Asian ethnic communities living in Hawaii, and because the state attracts large numbers of Asian visitors, this is the next best thing to living in Asia. There is a Japanese television station; there are regular radio broadcasts in several Asian languages. There are Chinese, Japanese and Filipino films shown continuously. Asian foods, periodicals and other cultural artifacts are readily available in local stores. This is not only a distinct advantage to Americans trying to comprehend Asian languages and culture, but also means that we can accommodate visiting Asian scholars much more satisfactorily than other institutions can.

Fourth, Hawaii's location makes it an ideal base for scholars studying Asia. University-sponsored charter flights lower the cost of travel to Japan to around $225, or about the cost of a New York-London flight. This is less than half what it would cost to get to Asia from anywhere else in the U.S., even by charter. It is less than a quarter of the regular fare from the East Coast.

Fifth, because of its location, Hawaii is already the crossroads for scholars going to and from Asia. All of the Asian specialists come through here already. Thus, it is an ideal location for a research facility. Specialists could plan to come here on their way to Asia for preparatory research, and stop on their way home for follow-up work and immediate sharing of new research findings with their colleagues at the Institute. An Asian Studies Institute in Hawaii would truly serve the nation, and not just those fortunate enough to work in that location.

In sum, I believe there is a great need for a national Asian Studies Institute as part of a greatly expanded program of federal support for Asian studies. Such support is necessary in order to provide the United States with an adequate level of knowledge of Asia for purposes of peaceful trade and cultural interchange as well as for defense. Hawaii is an ideal location for such an Institute because of its geographic location, its existing resources and its commitment to Asian studies.

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## STATEMENT OF PROF. JOHN DEFRANCIS, CHAIRMAN, DEPARTMENT OF EAST ASIAN LANGUAGES, UNIVERSITY OF HAWAII

### I. INTRODUCTION

Recent reductions in Asian language programs owing to retrenchments in public and private support have caused a great many American universities to reevaluate their commitment to Asian language study. A definite trend is under way toward curtailment or total abandonment of such programs as their support is withdrawn. This is true of prestigious universities such as Yale and Cornell, which have lately announced further cut-backs in their Asian language programs. It is also true of secondary schools such as Parsippany in New Jersey, where a once flourishing Asian language program appears to be on its way out following termination of Office of Education support. These developments constitute a fresh reminder of certain fundamental difficulties in the teaching of Asian languages in the United States.

Most institutions with once strong Asian language programs in the United States have characteristically been situated in areas far removed from the locus of these languages. A corollary of their geographical location is that such programs have been dependent upon public or private constituencies lacking any commitment to maintain them indefinitely. Taxpayers in New Haven, for example, have been willing to finance the teaching of Italian in their public schools but have shown no interest in the teaching of Japanese. Yale and Cornell alumni have likewise shown little or no enthusiasm for the teaching of Japanese, Tai, or other Asian languages.

Indeed, the existence of strong Asian language programs in these distant areas is in many cases attributable to the fortuitous presence of one or more individuals who have aggressively promoted their establishment and who have succeeded by vigorous prosecution of this aim in obtaining needed support from public or private sources. When these individuals leave, or when support is withdrawn, such programs all too commonly decline or collapse. It is a rare institution which has either the incentive or the resources to take over support of an Asian language program when outside largess is withdrawn.

Off all academic institutions in the United States, the University of Hawaii is situated closest to the geographical locus of Asian and Pacific languages. Because of this privileged position, the University is supported by a constituency which is well over fifty percent of Asian and Pacific origin, a constituency which has a permanent and actively demonstrated commitment to the teaching of Asian and Pacific languages on the pre-college as well as on the college level. In this state's elementary and secondary schools the study of Asian languages has been marked by special interest in Japanese, attested by the enrollment of more than 5,000 students in this language in public and private schools. On the college level Hawaii accounts for one third of the total national enrollment in Japanese, about one tenth of that in Chinese, and disproportionately high percentages in other Asian languages. This year, for example, our elementary Sanskrit class has attracted the unprecedented number of twenty-seven students, thanks largely to the Department of Philosophy's development of a strong graduate program in Asian philosophies.

Moreover, the Asian and Pacific orientation of Hawaii, seen in our way of life and accentuated by the presence of the East-West Center, has generated heavy increases in the number and quality of students attracted to the university. Many departments at the University have contributed to these increases by taking on an Asian or Pacific emphasis. The same increases account in part for the growing number of Asian and Pacific languages taught at the University and are reflected in expanding enrollments in many such languages.

The Department of Asian & Pacific Languages is presently teaching sixteen languages with a total enrollment of close to 2,000. However, it has the capability of offering forty-two languages within its purview, a number large enough to serve the needs of all but a few students. This capability is underscored by the presence of a large faculty with demonstrated interest in improving instructional techniques and materials, as is evidenced by the fact that widely used basic texts and readers have been prepared by Department members in Chinese, Hawaiian, Indonesian, Japanese, Korean, Lao, Thai and Vietnamese.

While the number of languages which are or can be taught by the Department is in itself remarkable, even more remarkable is the fact that our course offerings are underwritten preponderantly by a constituency made up of state taxpayers. The generosity of their support is indicative of deep pride in a university which is expanding quantitatively and qualitatively, and is a concrete reflection of their enthusiasm for the teaching of Asian and Pacific languages. It is the stability of their interest which provides the solid basis on which it has been possible to build the largest Asian and Pacific language program in the country with relatively little dependence on resources from outside the state. Serving as a cushion against the vagaries of federal subsidies, the state's firm commitment to this program guarantees that our effort will continue to be sustained largely by local revenues.

It should be clear that an institution which is immune to the caprice of federal and other outside support for its Asian and Pacific language program assumes added importance at a time when its sister institutions have been compelled to curtail their activity in this field. Unfortunately, Hawaii is a small state with only three quarters of a million people. However strong the state's commitment, providing all the resources needed for an Asian and Pacific language program commensurate with local and national requirements is well beyond its capacity. The bulk of state support has so far gone into undergraduate language instruction in consonance with the legislature's express desire that the University's main emphasis be placed upon undergraduate education. This is not to say that there has been no support for graduate programs. More accurately, because of our emphasis upon undergraduate education and our inability to finance development in all sectors simultaneously, graduate programs have had to be introduced by slow degrees in carefully selected areas. At the same time, academic development plans have repeatedly insisted that, since the University cannot excel in all areas, priority be given to studies relating to Asia and the Pacific. The second phase of our Asian and Pacific language program hence calls for building a graduate program of high quality onto the already extensive program of undergraduate instruction. Financial realities have, however, delayed implementation of this second phase.

We take it as axiomatic that a strong language program is an indispensable adjunct to strong programs oriented on Asia or the Pacific in any of the disciplines. Quite apart from aspirations for our own development per se, the Department of Asian & Pacific Languages is keenly aware of its service function with respect to many other departments of the University. It is also keenly aware of its own ability to compensate for recent set-backs in the teaching of Asian and Pacific languages on the mainland. To develop programs of Asian and Pacific languages capable of responding to local and national needs alike will entail (a) strengthening undergraduate studies in our major language offerings, (b) expanding our undergraduate programs to include all "minor" languages for which the demand, albeit limited, is regular, (c) promoting other "minor" languages which would contribute to disciplinary studies relating to Asia and the Pacific, and (d) extending well-conceived graduate programs to a number of specific areas, a good start in this direction having already been made with the establishment of a doctoral program in Japanese.

The Department of Asian & Pacific Languages welcomes the opportunity to meet the challenge to its capabilities posed by recent withdrawals of federal and other support from mainland institutions. It welcomes the opportunity to make the University of Hawaii a national focus of Asian and Pacific language education, a permanent center with undergraduate and graduate programs strong enough to attract serious students from all parts of the nation. It welcomes the opportunity to show how its felicitous location and present capabilities could be turned to the greater advantage of the state and the nation.

## II. LANGUAGES AVAILABLE IN THE DEPARTMENT OF ASIAN & PACIFIC LANGUAGES

Members of the Department of Asian & Pacific Languages are presently offering courses in sixteen different languages. They have a command, not yet exploited, of at least twenty-six other Asian and Pacific languages. With its existing staff the Department is hence able to offer forty-two languages.

To this number may be added another eleven Asian and Pacific languages which could be offered by members of other departments, mainly Linguistics, should there be occasion to arrange for interdepartmental cooperation. This raises to fifty-three the number of languages currently available at the University. This figure does not include language for which there is a known capability at the University but for which no teaching commitments have been solicited as yet. These include Ricol, Chabacano (Philippine creole), Fijian, Maranao, Old Javanese (Kawi), Pampangan, Tongan, and several other Philippine languages.

The Department of Asian & Pacific Languages is desirous in principle of offering instruction in any Asian or Pacific language for which minimum resources (specifically, informants and/or textual materials) are available. It should be noted in this connection that the Department claims no competence at present in two Southeast Asian languages for which there is likely to be a modest demand. These are Burmese, essential for balanced coverage of the major languages of Southeast Asia, and Shan, which we consider important in a well-rounded program of Thai studies. There are also a number of important languages not covered in our South Asian language program, which has recently been expanded by the University in the areas of Bengali and Tamil.

The instruction in question here consists of developing a knowledge of a given language by one another of the instructional systems described in section III. Instruction of this type is to be distinguished from other courses offered by the Department which are designed not to teach a given language but to deepen or broaden the student's knowledge about that language. Courses of this latter type include currently listed offerings in structure, contrastive analysis, and literature in translation, and are not in question here.

The following list includes Asian and Pacific languages which are now offered by the Department (marked by double asterisks), those which could be offered with the Department's present staff (marked by a single asterisk), and those which could be offered by the present staff of other departments (unmarked):

A. *East Asia:* **Cantonese, *Fukienese, *Hakka, **Japanese, **Korean, **Mandarin, *Miao (Meo), *Ryukyuan (Okinawan).

B. *Mainland Southeast Asia:* *Cham, **modern Khmer (Cambodian), **Lao, *modern Mon, *Muong, *Old Khmer, *Old Mon, **Thai, **Vietnamese.

C. *Island Southeast Asia:* *Balinese, *Batak, *Cebuano (Bisayan), *Ilokano, **Indonesian/Malay, *Javanese, *Madurese, *Minangkabau, *Sundanese, **Tagalog, Tsou (Ts'ao).

D. *South Asia:* **Bengali, **Hindi, *Marathi, **Pali, *Prakrit, **Sanskrit, Sora, **Tamil.

E. *Pacific:* Chamorro, **Hawaiian, Marshallese, Nukuoro, Palauan, Ponapean, Saipanese-Carolinian, *Tahitian, Trukese, Ulithian, Yapese.

F. *Inner Asia:* *Mongol (Khalkha), Tibetan.

G. *Near and Middle East:* *modern and classical Arabic, *modern Armenian, *Old Persian (Avestan).

It should be noted also that our Department of European Languages and Literature offers four "colonial" languages which are essential for research on certain Asian areas, namely Dutch, French, Portuguese, and Spanish. This circumstance greatly strengthens certain of our programs in being or under study.

## III. LANGUAGE INSTRUCTIONAL SYSTEMS

As used here the term language instructional system disegnates any of various combinations of critical factors which characterize specific language-teaching situations. The critical factors in question are (1) student enrollment or demand, (2) available teaching staff, (3) available teaching materials, (4) pedagogical approach or methodology, and (5) course objectives in terms of the commonly recognized language skills.

While all five of these factors would be maximized under optimum conditions, the realities, of teaching a broad spectrum of languages demand compromises of several kinds. It is essentially the conflict between demand and capability that makes a variety of instructional systems both unavoidable and desirable if the Department of Asian & Pacific Languages is to realize its full potential and serve scholarly needs to the best of its ability.

The following paragraphs describe the instructional systems which we consider obligatory in view of the range of languages given in section II. We offer first a definition of the instructional system in ideal terms and then whatever qualifying remarks seem relevant.

### *Instructional system I: High-enrollment programs*

This system is appropriate for well-established conventional language programs characterized by sophisticated audio-lingual techniques of instruction, consistently high enrollment, adequate staff, instructional materials of high quality, and maximum course objectives.

These conditions typify the teaching of the more popular European languages (such as French and Spanish) on the university level. At the University of Hawaii they apply also to the teaching of Chinese, Hawaiian, and Japanese.

Note, however, that the more popular European languages are commonly taught either by independent instructors with a background of traditional scholarship (often with a heavy emphasis upon literature) or by graduate students functioning with a minimum of supervision. By contrast, Chinese, Hawaiian and Japanese at the University of Hawaii are normally taught by a team consisting of a trained scholar who directs the program or course and native speakers functioning as drillmasters or (in the case of a few, if exceptionally able) as independent or semi-independent instructors. The critical difference between the teaching of these three languages and the teaching of the popular European languages is that, with us, the drillmaster never serves as a fully academic member of the team. His responsibility is to relieve the scholar of routine work and to ensure that students derive full benefits from their drillwork. Thus he does not have the status of the scholar in the usual sense of a research-oriented professor.

### *Instructional system II: Limited-enrollment programs*

This system is appropriate for established conventional language programs characterized by sound audio-lingual techniques of instruction, consistently limited (medium to low) enrollment, adequate staff and instructional materials, and maximum course objectives.

These conditions typify the teaching of some of the less popular European languages (such as Italian and Russian) in many universities. At the University of Hawaii they are applicable also to the teaching of Bengali, Hindi, Indonesian, Khmer, Korean, Lao, Tagalog, Tamil, Thai, and Vietnamese. They are also applicable, *mutatis mutandis*, to two classical languages: Pali and Sanskrit.

Until now full implementation of this instructional system has been attended by one difficulty which seriously impairs the effectiveness of the programs to which it applies. In all cases these programs are taught by scholars (who may or may not be native speakers) with the same qualifications as those mentioned under Instructional System I. All too often, however, limited enrollment compels the scholar to do without a drillmaster. The absence of a drillmaster in any of these programs is highly deleterious because Asian languages are so markedly different from European languages with respect to phonology, morphology, and syntax. In some cases it obliges the scholar in charge of these programs to function as his own drillmaster, which we deem a flagrant misuse of his time and abilities (we feel he should be relieved of routine drillwork in order to devote more time to supervision, planning, and activities of a more scholarly nature). In other cases it obliges him to dispense with drillwork in whole or in part, which operates against the effectiveness of his program by imposing a substandard methodology and less than maximum course objectives. Moreover, when a scholar in charge of one of these programs is not a native speaker the absence of a drillmaster deprives students of exposure to native speakers, to which they are entitled.

One of our most pressing needs, therefore, is for a flexible policy backed by budgetary resources which will permit the recruitment of drillmasters for all programs coming under Instructional System II. Among assistants to trained scholars responsible for programs under all of the systems proposed here we distinguished (a) *informants*, i.e. native speakers from whom the phonology, morphology and syntax of a language can be elicited through proper linquistic field-methods, (b) *drillmasters*, i.e. native speakers trained to lead students through their drillwork, and (c) *research assistants*, i.e. native speakers of good education or broad experience who are skilled or amendable to training in the preparation, under the scholar's supervision, of new instructional materials including drills, dialogues, reading selections, and study aids such as glossaries and dictionaries. Under Instructional System II drillmasters are required for the normal operation of each program, while research assistants are required for any substantive improvements in each program. In most cases what we need, therefore, is research assistance who can function also as drillmasters. For some languages qualified drillmasters and research assistants are readily available; for others, even native speakers willing to undergo training are difficult to find. Part-time drillmasters can often be found among foreign students at the University, including the East-West Center. Occasionally drillmasters not associated with the University can be found in Honolulu for part-time or full-time employment. For certain languages however no native speakers are found locally, and research assistants would have to be recruited outside Hawaii. A related consideration is the permanence of any such assistance. Experience has shown over and over again that temporary assistance is inefficient, since a more or less long period of adjustment and retraining is usually needed before a scholar and drillmaster can work together as a team comparable with those mentioned under Instructional System I.

### *Instructional system III: Classroom fieldwork*

This system is appropriate for unconventional language programs using a methodology consisting of rigorously supervised linguistic field methods of eliciting data from an informant. It is characterised by minimal enrollment, by the lack of even minimally adequate instructional materials, and by the presence of a native speaker and a trained linguist who may or may not know the language under study. Course objectives may include (a) learning as much of the language as may be feasible in the time allowed or (b) the compilation of descriptive or instructional materials, or both.

These conditions typify the acquisition in the field, by sophisticated linguistic methods, of languages for which there is little or no documentation. Similar conditions are set up in the classroom in training students of linguistics to acquire inductively any language for which informants are available. We see great benefits to accrue from applying this system to certain Asian and Pacific languages who would otherwise remain indefinitely inaccessible to our students. It is applicable to such languages as Balinese, Batak, Hakka, Miao, various Micronesian languages, Madurese, Minangkabau, Sundanese, and Tahitian.

*Instructional system IV: Directed self-study*

This system is appropriate for unconventional language programs which consist preponderantly of document exploitation. Characterized by minimal enrollment, it presupposes (a) the existence of adequate, or at least usable, descriptive materials and/or textual matter and (b) a scholar instructor with a knowledge of the language offered sufficient to supervise what is essentially self-study on the student's part. A modification of the approach developed by Professor Peter Boyd-Bowman of the State University of New York at Buffalo, this system shares with Instructional System III objectives which may include (a) learning as much of the language as may be feasible in the time allowed or (b) the compilation of improved descriptive or instructional materials, or both.

We are aware that this instructional system is at once less efficient and perhaps more demanding upon student and instructor alike. We nevertheless feel that it is eminently suited to well-motivated students with extraordinary language aptitude who could profit by working with available materials, who would be content to minimize acquisition of oral skills, or who would prefer to confine their efforts to developing a reading knowledge of a given language. This system is applicable to such languages as Arabic, Armenian, Cham, Javanese, Mon, and Old Persian.

*Instructional system V: Directed reading programs*

This system is appropriate for the advanced levels of instruction in languages with written literatures. It is characterized by an unconventional methodology (often no more than occasional guidance by a scholar) adapted to the special requirements of a limited number of students. Other than the availability of suitable reading materials, it requires only an interested staff member.

On the advanced levels of many language programs including Chinese and Japanese the number of students desiring experience in any single field of specialized reading is rarely large enough to warrant organization of conventional courses. On the contrary, as students advance into the higher levels of language study their requirements tend to diversify. This phenomenon is commonly seen in Chinese when students who have completed their basic instruction (through Chinese 402) are eager to begin reading in their own areas of concentration such as the geography or history of China. Inasmuch as virtually all of the work must be done by the student himself, we have found it possible to service a respectable number of students by encouraging each to work in his own field without taking more than an hour or two a week of an instructor's time.

We feel that development of this instructional system is not only within our capabilities but necessary to any increase in the depth of our existing programs. With careful planning it should be possible to answer the needs of increasing numbers of advanced students by this means. Experience thus far shows that instruction of this type is most productive if use is made of materials specially conceived to accelerate the student's pace in his own discipline, such as the specialized series initiated under the editorship of John DeFrancis with the publication of *Reading in Chinese Geography* by Jack Williams and Yung Teng Chia-yee. We foresee that publication of similar texts will be emphasized in the future.

This system is applicable to such languages as Arabic, Balinese, Bengali, Chinese, Hindi, Indonesian/Malay, Japanese, Javanese, Khmer, Korean, Lao, Pali, Sanskrit, Tagalog, Tamil, and Vietnamese.

*Instructional system VI: Specialized courses*

Between some of the conventional fields of language study lie important areas of contact and overlap to which none of the foregoing systems applies. Experiments with courses such as Chinese for Speakers of Japanese and Japanese for Speakers of Chinese point up a need for courses specially designed to help students of an Asian or Pacific language acquire an adjunct language without investment of all the time required by conventional programs. Other problem areas are exemplified by Sino-Korean, Sino-Japanese, Sino-Vietnamese, *kambun* (literature written in Chinese by Japanese), and by Chinese, Pali and Sanskrit as written by Southeast Asians. These offer new possibilities of academic endeavor that could be opened up by development of new teaching strategies (sometimes involving the cooperation of two or more instructors) and new instructional materials. We are presently studying the desirability of requesting the Department of European Languages and Literature to develop special reading courses in Dutch, French, Portuguese and Spanish for our Southeast Asian language specialists. At the moment, however, we favor concentrating our effort on developing (a) Chinese courses oriented to the needs of Japanese and Vietnamese specialists, (b) Japanese courses for students specializing in Chinese, (c) Pali and Sanskrit courses for students of Burmese, Indonesian, Khmer, Lao, and Thai, and (d) other complementary courses within the Department.

There should be no doubt that while Instructional Systems I and II are applicable to conventional programs of language study, Instructional Systems III, IV, V and VI apply to programs which are not only unconventional in approach but manifestly inefficient. Rather than seeking to gloss over the inadequacies of these latter programs, however, we are advancing the proposition that languages can, if need be, be taught by less than conventional and less than optimum means. Two points need to be brought out in this connection.

Firstly, it is our expectation that courses offered under any of the unconventional systems will attract only a small number of highly motivated students. Such courses are envisaged expressly with a view to serving the interests of this student elite, some of whom are not content with conventional offerings, others of whom will be graduate students with special needs.

Secondly, we are not unaware of the risks involved in overemphasizing these unconventional systems and in any proliferation of hastily-mounted courses responding to short-lived demands. In our own interests as well as those of our student clientele and the University as a whole, our primary concern is to avoid any possible lowering of academic standards. We contend that a paradox of sorts is involved in our pressing for the simultaneous implementation of all six instructional systems. Certainly on one level recognition of the unconventional systems would appear to jeopardize the quality of instruction offered by the Department; yet on another level recognition of these systems would be an imaginative, practical way of opening new possibilities of development.

In the first place, we see in the adoption of the unconventional systems an eminently realistic means of upgrading the Department's latent potentialities. We have no intention of representing an unconventional language program as in any sense equivalent to a conventional language program. We nevertheless see in the offering of unconventional programs an inexpensive, pragmatic method of expanding our conventional offerings over a period of years in order to meet the concrete needs of serious students, needs which should not be ignored simply because no one is prepared to meet them in the most desirable manner. Indeed, it is predictable that our first efforts to teach Hakka or Muong, for example, will scarcely be praiseworthy. The second time we offer these languages, however, we shall do better than we did the first time; the third time we offer them we shall do still better. With each repetition we shall be (a) enlarging capabilities within the Department that have hitherto been squandered, (b) better serving the needs of our most ambitious and adventurous students, and (c) approaching one step closer to the ideal of the University of Hawaii as a national center of instruction in Asian and Pacific languages. It is to be understood as an essential part of our proposal moreover, that while our four unconventional systems are not ordered in any hierarchical way certain courses introduced under Instructional Systems III, IV and VI will in time be formalized and offered under Instructional System I or II.

In the second place, we see in the adoption of the four unconventional systems a means whereby the Department can exercise greater leadership both locally and nationally. We have reached a point in our development where it is no longer enough for us to serve community and national needs and to service our sister departments. We also have an obligation, which must now be fulfilled, to push back present academic horizons to the best of our ability. From our particular vantage point we can see possibilities of scholarly endeavor which are either not visible to or are not acted upon by those outside the Department. In this light our unconventional instructional systems can be seen as anything but visionary. Through them we can accomplish more than merely respond to present demands. Through them we can levy new demands upon ourselves and thereby open doors into new fields of scholarly activity with a minimumal drain on budgetary resources.

Thus while unconventional systems may appear to receive disproportionate emphasis in this proposal, this emphasis is intended to demonstrate a wealth of untapped capabilities in the Department which could, under an integrated developmental program, be made available to students in some systematic way. The supplementary financial resources we are soliciting will be devoted primarily to improving and expanding our conventional programs. The unconventional programs we have in view constitute our reserve, our promise of continued growth, and therefore our surety that these resources would be wisely invested.

## STATEMENT OF CHARLES F. GALLAGHER, DIRECTOR OF STUDIES, AMERICAN UNIVERSITIES FIELD STAFF

The American Universities Field Staff is a cooperative academic consortium founded in 1951, which groups together eleven American universities and colleges, as listed on this letterhead. Its purposes, under the terms of its Charter of Incorporation, are:

"To develop, finance, and direct a corps of men to study, mainly at first hand, the contemporaneous affairs of significant areas of the world and, through reports and their personal services, to make their knowledge available primarily to universities, colleges, and other educational institutions, with a view to aiding the American educational system in the diffusion of knowledge necessary to a better understanding of world conditions."

The Field Staff maintains area specialists throughout the world who report regularly via articles and reports on the important political, economic, and social problems of the regions in which they function as experts. Periodically, and usually every third year, the area specialists return to lecture at member university campuses as visiting faculty and make their expertise available to the academic community, as well as to selected other groups in government, business, and among the concerned general public.

In addition, the Field Staff has established two regional centers for study abroad in recent years. One of these is the Center for Mediterranean Studies in Rome, and the other is the Center for Asian and Pacific Studies in Singapore. Both Centers support Institutes which provide facilities for American undergraduate and graduate students to spend a semester abroad in innovative programs involving formal study, language training, and individual field research on contemporary problems in the societies of the respective areas.

The establishment of the Center for Asian and Pacific Studies in Southeast Asia in 1971 was only one facet of a program elaborated by the Field Staff to put emphasis on the study of contemporary Asia. It has been evident to many observers for some time that the success of the Japanese experience in modernization is now being repeated in many ways in a number of other areas in East and Southeast Asia—Korea, Taiwan, Hong Kong, Singapore, and to the extent that we are able to judge, perhaps in mainland China also. Traditional thought in much of the Western world, however, has not yet absorbed the implications of this development, and still tends to look on East Asia somewhat indiscriminately as part of a generalized developing world, with Japan viewed as an inexplicable phenomenon.

It is the opinion of the Field Staff that East Asia and much of its surrounding area needs to be viewed holistically, not merely as a variant of so-called "Third World" development, but by looking at Sinitic society in totality as a possible alternative model for the ordering of modern life, which may provide a choice beyond the simple dualistic division of the world, as has prevailed heretofore, into a "Developed West" and "Developing Others."

The Field Staff is now planning to operationalize techniques for integrated task-force writing and reporting on this subject, putting special emphasis on explaining the difficulties of confronting the modern world, given the population pressures and the social and environmental problems that arise from them, as well as some of the unique solutions which have been and are being found to these difficulties in East Asia. Five or six if its Asian area specialists will participate in this program, and a number of workshops, roundtables, and other meetings, bringing together students of development problems under the aegis of this overall concept, are planned in Asia, in the United States, and elsewhere.

Another key project in ongoing Field Staff programs concerned with Asia was begun this year in collaboration with the Asia Society and the Danforth Foundation. Briefly stated, this is a program of intellectual exchange among Asians and between Asians and Americans, to be carried out through a continuing series of gatherings, approximately three each year, which will bring together distinguished Asians of varied specializations, with an emphasis on younger persons of talent and future promise, with a few of their American counterparts, for sessions of discussions, interchange of thought, creative activity, and writing. For these gatherings we are using the Indo-Sanskrit term *asrama*, to indicate the informal, interpersonal, and reflective nature of the meetings. These will be in sharp contrast to the formal and too often overstructured type of international conference with which the academic world in particular has been plagued in recent years. One of the unique features of the *asrama*-type gathering will be that at any one session intellectuals, government officials, businessmen, writers and artists, academics, and other individuals from a number of countries will find themselves exposed, in conditions of a tranquil retreat, to the creative ideas and personalities of men from other walks of life in other lands. The *asrama* will thus be both multinational and multidisciplinary.

Further, it is our intention to try to maintain a cohesive and continuing community of such individuals after the sessions have ended, by an interchange of writing and publication, and by re-invitation to subsequent gatherings, so that there comes into being a corpus of interested alumni in their respective countries who will continue to benefit from the original experience and its continuity as they mature and come to hold positions of greater influence in later life.

In most recent years the American Universities Field Staff has increasingly been making the University of Hawaii, one of its founding member institutions, the hub of its expanding Asian programs. The Singapore Study Abroad Program of the Center for Asian and Pacific Studies is jointly sponsored by the University and the Field Staff. The Director of Studies of the Field Staff is in residence at the University for consulting and teaching purposes for half of each academic year. And beginning in November 1971, the Documentary Film Program of the Field Staff, which is backed by the National Science Foundation, will establish its headquarters at the Manoa campus while preparing documentaries on social change in rural areas of Asia and the Pacific. In conjunction with this program a number of distinguished film makers and photographers with experience in Asia will be spending time at the University on behalf of the AUFS, and a number of subsidiary programs of instruction and training are expected to be developed out of these activities.

Although the Field Staff is a fully autonomous organization, it feels that both its own activities and many of those of the University of Hawaii have benefited through the close cooperation which has developed, and as a result of its physical presence at facilities offered by the University in support of Field Staff programs. It is planned to increase this cooperation with particular respect to the new activities described above. An interchange of ideas between *asrama* invitees and the intellectual community in Hawaii, in all areas and disciplines, is one strong possibility, and the potential of new Field Staff programs for bringing a wide spectrum of visitors to the University as part of their overall interaction in several dimensions with similar Americans has been much enlarged recently. Another area for increased collaboration lies in the building of a documentary film library relating to Asia, crossdivided into discrete fields of study, specific problems, and separate countries for purposes of social science comparability via the audio-visual media.

For these concrete reasons and many other more general ones, the American Universities Field Staff supports the proposal to establish an Asian Studies Institute as envisaged by H.R. 6168, and feels, in terms of its own interests as well as those of Asian Studies as a whole, that its location in Hawaii with links to the University of Hawaii would be highly desirable. It is our belief that the efforts now being undertaken by the Field Staff in Asian affairs would be strengthened by such a step, and that our own programs, and our joint programs with the University of Hawaii, would in turn give support and added breadth to those areas of activity which may be initiated by the proposed Institute.

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## STATEMENT OF TERRY B. GRANDSTAFF, GRADUATE STUDENT IN ASIAN STUDIES, UNIVERSITY OF HAWAII

My thoughts in coming to the University of Hawaii to do graduate work in Asian Studies are similar to my feelings about the establishment of an Asian Studies Institute such as this bill provides for. With the increase in communication and involvement between nations, it is becoming more and more necessary to the future of world peace and international cooperation that the citizens of the United States of America have an increased knowledge and understanding of other nations and cultures.

Our cultural ties with Europe have long provided us with the means and motivation to undertake a relatively thorough study of Western cultures and nations. This cultural affinity has eased our educational processes in many ways, from the relative ease with which we can learn a European language to the relative ease with which the funding for such a study may be found. Such study begins at the secondary or earlier and achieves a full flowering at the university level.

But the study of Asia in America has enjoyed no such advantages. Not only does the lack of cultural affinity here take its toll in fewer programs, fewer specialized institutions, etc., but also in the subject matter itself. The language, concepts, cultural framework, and a host of other unfamiliarities demand much more from the aspring student.

Clearly the study of Asia in America is in need of assistance. To bring our knowledge of Asia to anywhere near apar with our knowledge and understanding of the Western World would obviously be a gigantic undertaking and would have to encompass a broad program at the secondary, even primary, levels let alone the university level. Without such pre-university acclimatization the college student cannot hope to get very far. An Asian Studies Institute, however, may be a valuable first step in this process.

The state of Hawaii offers a uniquely suitable location for such an institute. Hawaii's various ethnic groups have already provided the initial climate in which an appreciation of Asia at the secondary and primary education levels could become viable. The facilities and expert staff of an Asian Studies Institute here could provide training for secondary and primary school teachers.

At the university level, the University of Hawaii offers unique resources and expert staff in Asian studies. The unique location of the Islands, the ethnic varitey, and the reputation of the University are already well-known to Asians and would assist in attracting Asian experts to the institute. These factors would also provide a climate in which both Asians and American students could best work in studying Asia.

The existence of such an institution could do much in providing an increasing number of informed educators who could then be instrumental in increasing the type of knowledge and awareness of Asia in our country's educational system. But education is a slow and difficult process. We have delayed it too long already. The demands of increasing population, communication, and complexity in the world will allow us to wait no longer in implementing such programs.

## STATEMENT OF NORMAN MELLER, DIRECTOR, PACIFIC ISLANDS PROGRAM OF THE UNIVERSITY OF HAWAII

At the meeting of the House Select Subcommittee on Education at the East-West Center on August 24, 1972, questions were raised concerning the activities of the University of Hawaii related to the Pacific Islands and the interest of its faculties therein. Both these matters are extensively dealt with in the appended "Pacific Islands Program Directory" issued several years ago by the University and it is respectfully submitted for the use of the Subcommittee.

Pacific Islands Program: A cross-disciplinary teaching, service, and coordinating program is maintained by the University to achieve efficient utilization of the University's resources related to the Pacific Islands in the furtherance of student education, faculty research, and University service. Under the aegis of the Program, Pacific Islands related studies are encouraged and, more specifically, a cross-disciplinary graduate program in Pacific Islands awards the master's degree. As of the last academic year (1971–72), 26 different departments on the Manoa campus were offering 69 Pacific-related courses. For those courses taught in the Fall, 1971, Semester, attendance numbered approximately 1300 students. In the same academic year, a dozen graduate students were participating in the master's degree program in Pacific Islands Studies.

The Program publishes a semi-monthly "Newsletter" which is distributed to approximately 300 University faculty members who have expressed an interest in being kept informed on current Pacific developments. A periodically supplemented census maintained by the Program of these faculty members documents their extensive field experience in the Pacific, range of Pacific language skills, numerous publications and other data useful to the University in the mustering of its human and institutional resources in the furthering of Pacific Islands study, research, and service.

The Hawaiian and Pacific Islands Collections in the University's Sinclair Library have been declared to be among the best of their kind in the world. The Program assists in the building of these collections and facilitates communication between the library and Pacific-interested faculty.

University Research and Service: The wide-ranging institutional research of the University on Pacific-related subjects, including the conducting of field research in Oceania, is described in the Directory, enclosed. These include activities concerning the life process sciences (Hawaii Agricultural Experimental Station, Hawaii Institute of Marine Biology, Lyon Aboretum, Pacific Biomedical Research Center, and the Population Genetics Laboratory), the physical sciences (Hawaii Institute of Geophysics, Land Study Bureau, and the Water Resources Research Center), and the social sciences and the humanities (Economic Research Center, Education Research and Development Center, Pacific and Asian Linguistics Institute, and the Social Science Research Institute). Besides this "organized" research, many faculty members engage in individual Oceania research subjects, as illustrated by the listing in the PIP Newsletters attached for April 10 and 23, 1972 (Vol. 4; Nos. 14 and 15).

The manifiold Pacific-related service activities of the University are performed both in Hawaii and in the field. They range from the extensive services of the various institutes of the East-West Center, through the activities of organized units of the University regularly furnishing such services, to the commitments of individual University scholars, as volunteering for the conducting of a training program during a vacation period. To aid in the coordination of University service contracts in the Pacific, the Pacific Islands Program maintains regional committees comprised of representatives from University departments with contractual commitments in those specific areas. Periodic committee meetings and frequent communication through informal channels monitor University services in the field to the end of achieving internal consistency and maximum effectiveness.

In very brief compass, this outlines the Pacific-related interests and activities of the University of Hawaii. At numerous junctures this account could be easily expanded—e.g., in describing the academic program of the University, it could be noted that Pacific languages taught include not alone Hawaiian but other Polynesian (Samoan, Tongan), as well as Melanesian and Micronesian languages. Should a detailed account of the University of Hawaii's Pacific related resources and activities be of aid to the Subcommittee, we shall be very happy to submit it for the use of the Subcommittee.

## Pacific Islands Program/Directory—University of Hawaii

### INTRODUCTION

Situated at the apex of the Polynesian Triangle, the University of Hawaii has for a long time been interested in the Pacific Basin, its peoples and their environment. This area interest has encouraged the scheduling of academic courses, individual faculty members to undertake research and service activities, and organized units of the University to mount continuing programs on Pacific Islands subjects. A cross-disciplinary graduate program in Pacific Islands Studies has for nearly two decades awarded the master's degree. Hawaiian and Pacific materials amassed in the University's Sinclair Library constitute one of the area's most extensive research collections.

The growth of the University over the 62 years since its founding, and particularly its more recent expansion to 17,500 students and 1,700 faculty, has been accompanied with a multiphased growth of academic effort which has tended to overshadow this concern with the Pacific. As a consequence, despite their community of interest, faculty members have found it difficult to maintain contact over discipline boundaries. Increasingly, Pacific Ocean Basin activity conducted in one unit of the University completely escapes the attention of the rest of the faculty. It thus became apparent that a formal effort at coordination was necessary for facilitating communication and systematizing interaction among faculty from all disciplines engaged in teaching, research and service related to the Pacific Islands area.

A census of University of Hawaii faculty with Pacific Islands interests—including their field experience, language skills, publications, expressed willingness to participate in interdisciplinary endeavor, etc.—revealed a far more extensive reservoir of Pacific-oriented staff than had been anticipated. Similar inquiry into ongoing University activity disclosed a wide variety of research and service. This Directory has been compiled to acquaint University personnel with these human and institutional resources, as a first step in greater effort at cross-disciplinary Pacific effort. It is also being made available for the use of all friends of the University of Hawaii interested in the Pacific Basin.

## UNIVERSITY PACIFIC ACTIVITIES

The scope of the University of Hawaii's interest in the Pacific Islands can at best only be suggested by this Directory. The twelve organized research units referred to subsequently provide but mention of formal research projects underway or contemplated; this fails to include what is probably the bulk of the research being conducted by the University community, that of individual faculty members apart from the efforts of organized units. The brief delineation furnished of the master's degree program in Pacific Islands Studies lists the various academic offerings which can be integrated into a multi-disciplinary course of graduate study; however, it cannot convey any sense of the special emphases which some academic departments give in instruction, student field training, and publications to one or more geographic areas of the Pacific. And to identify the University's breadth of service activities related to the Pacific Basin is but to date the specifics delineated in print and slight the new projects meanwhile commenced.

One phase of the University of Hawaii's Pacific concern is directed to cooperative effort with other institutions interested in the Pacific. Some of this effort is formalized, while the balance is encompassed within the activities of individual faculty members. To promote the location and preservation of unpublished manuscripts relating to the Pacific Islands, the Pacific Manuscripts Bureau was established in 1968. The University of Hawaii sponsored the Bureau along with Australia's Mitchell and National Libraries, and the National Library of New Zealand. The Research School of Pacific Studies of the Australian National University operates PAMBU on behalf of the four libraries. Starting in 1965, under the auspices of the Bishop Museum, a program involving researchers at the Universities of Hawaii, Auckland, and Sidney has been engaged in the total comparison of the lexicons of the thirty-odd Polynesian languages. The University of Hawaii is one of the twenty-six universities forming the management group responsible for the operation of the National Center for Atmospheric Research. Hawaii personnel are expected to participate fully in the atmospheric research in the Pacific which will be staged in the mid-1970's by NCAR as part of the international Global Atmospheric Research Program. These are just three illustrations of ongoing cooperative effort.

Another form of the University's Pacific interest is represented by the multifaceted activities of the East-West Center. This Center was erected on the Manoa campus under contract with the United States Department to promote interchange with the peoples of Asia and the Pacific. Scholarships, primarily for graduate study, are awarded by the Center's Institute for Student Interchange; its Institute of Advanced Projects brings together distinguished persons for informal seminars, research, and writing; while the Center's Institute for Technical Interchange administers both long and short term training projects for technical participants. For the period 1960–68, almost a thousand persons from the Pacific Islands participated in these East-West Center programs. (They represented 9 per cent of all Asian and Pacific participants with the IAP, 7 per cent with the ISI, and 34 per cent with the ITI.) Listed by Pacific Island area, they came from:

East-West Center Pacific Participants, 1960-68

| Country | Institute of Advanced Projects | Institute for Student Interns | Institute for Technical Interns | Total |
|---|---|---|---|---|
| Australia | 6 | 15 | 38 | 59 |
| Solomons |  |  | 10 | 10 |
| Cook Islands |  | 1 | 14 | 15 |
| Fiji | 1 | 16 | 57 | 74 |
| Gilbert Ellice |  |  | 21 | 21 |
| Guam |  | 1 | 38 | 39 |
| Nauru |  |  | 1 | 1 |
| New Caledonia |  |  | 13 | 13 |
| New Guinea | 1 | 1 | 37 | 39 |
| New Hebrides |  |  | 17 | 17 |
| New Zealand | 3 | 15 | 23 | 41 |
| Niue |  |  | 6 | 6 |
| Samoa, American |  | 6 | 98 | 104 |
| Samoa, Western | 1 | 2 | 58 | 61 |
| Tahiti | 1 | 2 | 9 | 12 |
| Tonga |  | 3 | 35 | 38 |
| Trust Territory |  | 20 | 406 | 426 |
| Wallis-Futuna |  |  | 1 | 1 |
| Total | 13 | 82 | 882 | 977 |

Bulwarking all of the University's diverse Pacific activities is the Hawaiian and Pacific Collection lodged in the Sinclair Library. Containing approximately 55,000 volumes, it is one of the largest of its kind. Important features of the Collection are the accounts of early voyages and travels, governmental and institutional publications, University of Hawaii materials, and serials of all kinds. Approximately 900 of the latter are currently received.

The University of Hawaii is fortunate in having access to a number of research and reference collections all located in Honolulu and reasonably close to the Manoa campus. Most important to University research, service and teaching are: Bishop Museum; Hawaiian and Pacific Collection, State Library; Hawaiian Historical Society; Hawaiian Mission Children's Society; Hawaiian Sugar Planters' Association; and State Archives.

Materials on the Pacific are published and disseminated through a number of University of Hawaii agencies. Some of the University's organized research units directly report the results of their investigations on Pacific Islands matters. In addition, two presses tend to the University's needs.

The University of Hawaii Press now publishes 3 journals and about 15 titles a year, with the bulk of this effort dealing with the Pacific. Included in the former are Pacific Science, a multidisciplinary quarterly that makes available current reserach in the biological and physical sciences of the Pacific region, and Oceanic Linguistics, a semiannual journal devoted to the study of the Austronesian, Papuan, and Australian languages. In recent years, about two-thirds of the books published have been written by members and ex-members of the University faculty, reflecting the close working relationship between the Press and faculty. Included in the 83 new titles issued by the University of Hawaii Press since its first book in 1948 are the following works on Hawaii and the Pacific:

Adler, Jacob, Claus Spreckles: The Sugar King in Hawaii (1966)
Adler, Jacob, (ed), The Journal of Prince Alexander Liholiho (1966)
Audy, J. Ralph, (ed.), Public Health and Medical Sciences in the Pacific: A Forty-Year Review (1964)
Barkley, Richard A., Oceanographic Atlas of the Pacific Ocean (1968)
Becke, Louis, ed. by A. Grove Day, South Seas Supercargo (1967)
Bender, Byron W., Spoken Marshallese (1968)
Bird, Isabella L., Six Months in the Sandwich Islands (Repr. 1964)
Campbell, Archibald, A Voyage Round the World from 1806 to 1812 (Repr. 1968)
Charlot, Jean, Three Plays of Ancient Hawaii (1963)
Chinen, Jon J., The Great Mahele: Hawaii's Land Division of 1848 (1958)
Christ, J. H., (ed.), Soil Conservation in the Pacific: A Symposium and a Panel Discussion (1963)

Cranwell, Lucy M., (ed.), Ancient Pacific Floras: The Pollen Story (1964)
Crocombe, R. G. and Marjorie (eds.), The Works of Ta'unga (1968)
Elbert, Samuel H., (ed.), Selections from Fornander's Hawaiian Antiquities and Folklore (1959)
Elbert, Samuel H. and Torben Monberg, From the Two Canoes: Oral Traditions of Rennell and Bellona Islands (1965)
Elbert, Samuel H. and Samuel A. Keala, Conversational Hawaiian, 5th ed. (1965).
Fanning, Robert J., Pacific Islands Nutrition Bibliography (1951)
Frankenstein, Alfred and Norman Carlson, Angels Over the Altar: Christian Folk Art in Hawaii and The South Seas (1961)
Fraser, Juliette Mary, Ke Anuenue (1952)
Giles, W. E., ed. by Deryck Scarr, A Cruize in a Queensland Labour Vessel to the South Seas (1968)
Gosline, William A. and Vernon E. Brock, Handbook of Hawaiian Fishes (1960)
Halford, Francis J., 9 Doctors and God (1955)
Handley, Katherine N., Case Studies in Hawaii: Intercultural Problems and the Practice of Social Work (1961)
Hardy, D. Elmo, Insects of Hawaii (Vols 1–5, 1948; vols 6–8, 1958)
Horwitz, Robert H. and Norman Meller, Land and Politics in Hawaii, 3rd ed. (1966)
Judd, Gerrit P., IV, Dr. Judd, Hawaii's Friend: A Biography of Gerrit Parmele Judd (1803–1873) (1960)
Kuykendall, Ralph S., The Hawaiian Kingdom (Vol. I, 1938; Vol. II, 1953; Vol. III, 1967)
Lind, Andrew W., Hawaii's People 3rd ed. (1968)
McArthur, Norma, Island Populations of the Pacific (1968)
Meller, Norman, The Congress of Micronesia (1969)
Miller, Carey D., Katherine Bazore, and Mary Bartow, Fruits of Hawaii: Description Nutritive Value, and Recipes, 4th ed. (1965)
Murphy, Thomas D., Ambassadors in Arms (1954)
Peterson, Caroline E. and Kenneth Kingery, The Art of Flower Arrangement in Hawaii (1962)
Pukui, Mary K. and Samuel H. Elbert, English-Hawaiian Dictionary (1964)
Pukul, Mary K. and Samuel H. Elbert, Hawaiian-English Dictionary, 3rd ed. (1965)
Pukui, Mary K. and Samuel H. Elbert, Place Names of Hawaii (1966)
Rotar, Peter, Grasses of Hawaii (1968)
Scarr, Deryck, Fragments of Empire (1968)
Schmitt, Robert C., Demographic Statistics of Hawaii, 1778–1965 (1968)
Schutz, Albert J., Nguna Texts (1969)
Szent-Ivany, J. J. H., Pacific Entomology: Report of the Standing Committee Chairman (1964)
Tenorio, JoAnn M., Insects of Hawaii (Vol. 11 Supplement, 1969)
Tsuzaki, Stanley M. and John E. Reinecke, English in Hawaii: An Annotated Bibliography (1966)
Valentin, F. (cond.), translated by Julius S. Gassner, Voyages and Adventures of La Perouse (1969)
Yamaguti, Satyu, Monogenetic Trematodes of Hawaiian Fishes (1968)
Zimmerman, Elwood, Insects of Hawaii (Vols. 10–11, 1964; Vol. 12, 1965)

The University also enjoys the services of the publishing division of the East-West Center. It is not the function of the East-West Center Press to duplicate the activities of a general university press, but rather to promote mutual understanding between East and West through the publication and exchange of scholarly works. The bulk of its original publications emanate from Center sponsored research projects, translations, conferences, and seminars. Pacific region works bearing the East-West Center Press imprint include:

Brake, Brian and Maurice Shadbolt, New Zealand: Gift of the Sea (1964)
Frith, H. J., Waterfowl in Australia (1967)
Graham, J. C. (ed), Maori Paintings by Gottfried Lindauer (1966)
Hindwood, Keith, Australian Birds in Colour (1967)
Meller, Norman and James M. Anthony, Fiji Goes to the Polls (1969)
Mountford, Charles P., Ayers Rock: Its People, Their Beliefs, and Their Art (1966)
Turbott, E. G. (ed.), Buller's Birds of New Zealand (1967)

### ORGANIZED RESEARCH

Most faculty members interested in the Pacific Ocean Basin are currently engaged in some form of research pertinent to that area. In addition, a number of the organized units of the University are also conducting Pacific-related research. In good part the latter are Hawaii-oriented, but have spin-off application elsewhere in the Pacific. The descriptions which follow are selective in that they do not include all activities of the research units, but only those which have reference to Pacific Islands subjects; a unit listed in one category may also have activities falling under another.

#### *Life Process Sciences (Biological, Medical and Agricultural Sciences)*

*Hawaii Agricultural Experiment Station.*—The research function of the University's College of Tropical Agriculture is the responsibility of its Experiment Station. The majority of Experiment Station projects place emphasis on research related to Hawaii, as those designed to conserve and develop Hawaii's natural resources; protect crops and livestock from insects, diseases and other and other hazards; develop new and improved agricultural products and processes; and improve efficiency in marketing. Research findings in most cases have a direct relation to tropical and semi-tropical agriculture in the South Pacific.

*Hawaii Institute of Marine Biology.*—Fisheries development, including identification and elimination of the factors limiting the growth of existing fisheries and the location and bringing to use of living marine resources currently not so utilized, constitutes one of the major objects of the Institute. Another is biological oceanography, including basic research required for fisheries work, such as investigations of fish physiology and behavior, and the study of marine ecology. Illustrative of its activities are National Science Foundation grants for study of the Marine Toxics of the Tropical Pacific and the Alpheid Shrimp of Australia.

*Lyon Arboretum.*—Because of its location within an Oahu rain forest, the H. L. Lyon Arboretum has an environment suitable for most tropical and subtropical plants. They are used in the various fields related to medicine, botany, agriculture, and other plant sciences. Its extensive taro collections facilitate the search for an allergy-free food, while other researchers studying fruits and flowers of economic value use its economic plant collection. The facility's study on the disappearing endemic plants of Hawaii has transferability to other tropical islands.

*Pacific Biomedical Research Center.*—The Center was established to meet the need for interdisciplinary biomedical research in Hawaii and the entire Pacific Basin. Its Laboratory for Experimental Marine Biology devotes its attention to problems for which marine organisms provide ideal experimental material and model systems. Research has been undertaken into the chemotherapeutic value of natural Pacific products and of environmental pollution due to pesticide residues. The Center proposes to sponsor interdisciplinary studies of mankind in the Pacific, including detailed studies in human ecology.

*Population Genetics Laboratory.*—The Laboratory is the only one of its kind working in population genetics. The activities of the Laboratory in observational genetics lies mainly in the Pacific area. Isolated populations in the Carolines and New Guinea are being studied with regard to migration, fertility and selection. The multi-racial population of Hawaii permits special attention to the occurrence of birth defects and diseases whose incidence varies markedly among racial groups. Genetic structure, using blood groups as biological markers, are being compared in Pacific Basin area, Asia and Europe.

#### *Physical Sciences*

*Hawaii Institute of Geophysics.*—The Institute was organized to take advantage of Hawaii's unique location and geophysical environment which make the state an ideal base for research covering all aspects of the earth sciences as well as facilitating the study of world-wide phenomena. Study programs have been started by the Institute in meteorology, solid earth geophysics, astrophysics, geodesy, coastal geology, and oceanography, including tsunamis, rock, soil, and volcanic gas chemistry and physics. In cooperation with the Australian Bureau of Mineral Resources an HIG team has studied the geologic structure of New Britain and New Ireland. NSF grants have financed research in geology on the petrology of American Samoa, in meteorology on the Line Islands, and in oceanography on mid-Pacific zones and ridges.

*Land Study Bureau.*—As a land research unit, the Bureau compiles and coordinates data on land characteristics and utilization and develops additional information to integrate economic and physical data to achieve maximal use of lands. The Bureau has prepared an Hawaiian lands classification system, published a series of reports on Hawaii, and has participated in the development of a land classification program for the Trust Territory of the Pacific Islands and in land-use programs in other Pacific areas.

*Water Resources Research Center.*—The Center has been given responsibility for all University research in hydrology. To date, study has been directed almost entirely to Hawaiian phenomena and problems, organized informally in programs of engineering hydrology, hydrogeology, hydrometeorology and agrohydrology, water quality and pollution, water ecology, and water socio-economics. Certain similarities of Pacific Islands with Hawaiian hydrology and general interest in the Pacific presage the extension of the Center's programs into the Pacific Basin.

### Social Sciences and Humanities

*Economic Research Center.*—The Center conducts topical, policy-oriented studies for the Hawaii legislature and other governmental agencies. It also undertakes long-term basic economic and statistical studies pertinent to the state's economic welfare. Projected is the broadening of the Center's research scope to include the role of Hawaii in the economic development of the Pacific Basin.

*Education Research and Development Center.*—The major purpose of the Center is to inquire into fundamental problems of education. Its activities include research and development focused upon facilitation of school learning, emphasizing conditions influencing pupil motivation and cultural factors that affect learning. The Center is intended to serve as the University's research arm for education in the Pacific.

*Pacific and Asian Linguistics Institute.*—The Institute is engaged in studying the key languages of the Pacific and Asian areas. It conducts research in general theory and specific problems of lexicology, structural semantics, grammatical descriptions and comparative-historical analyses. Current projects include teaching materials in a number of the languages of the Trust Territory, linguistic descriptions and dictionaries of Pacific languages as a basis for preparation of materials to teach English, and experimentation with the use of computers in dictionary compilation.

*Social Science Research Institute.*—The Institute was established to facilitate faculty research and to develop and conduct programs in social science research, especially of an interdisciplinary nature with a focus on Asia and the Pacific. Institute programs currently include a five-year study of culture and mental health in the Pacific Basin, the collection of population statistics on Pacific peoples and the associated establishment of data banks, and the planning of computer-based, informational retrieval systems on Pacific and Asian archeology and on mental health in the Pacific.

## SERVICE ACTIVITIES

The Pacific research interests of the University of Hawaii merge into its service activities; frequently, service contracts are symbiotically related to research projects. Sometimes the service function is performed in Hawaii, other times in the field. The East-West Center's Institute of Technical interchange furnishes an excellent illustration of both: in addition to training in business office techniques, educational administration, surveying nursing, pest control, and countless other programs mounted in Hawaii, the Institute has conducted 100 in the Pacific Basin, including environmental sanitation in the Trust Territory of the Pacific Islands, English language training on Guam, medical laboratory techniques in American Samoa, plant pathology in Western Samoa, agricultural extension methods in the Cooks, rodent control in Tonga, plant pathology in the Admiralty Islands, educational tools and techniques in the New Hebrides, and hotel and travel industry management in Fiji and New Zealand.

Commencing in 1959, the Committee for the Preservation and Study of the Hawaiian Language, Art, and Culture has administered the University's responsibility of Hawaiian culture preservation enjoined by act of the state legislature.

Projects of the Committee have included surveying and registering archeological sites, and recording place names, legends, family customs, and chants. Motion picture films, filmstrips, slide projects, and reproduction of photographs have all made visual materials available for classroom teaching.

Related to the Committee's interest, the Hawaii Curriculum Center at the University is currently developing curriculum in the literature of the Pacific as part of an English Language Project. Beginning with myths, legends, songs, folk tales, and other forms of the oral and written literature of the Pacific peoples, units of study are being prepared for Hawaii's schools.

In Micronesia, the University's College of Education is providing teacher education assistance under contract to the Trust Territory of the Pacific Islands. The International Health Program of the University furnishes the Trust Territory assistance in undertaking a comprehensive health plan and more effective programmatic services. Similarly, health generalist programs were developed for Micronesia, Western Samoa, and Tonga under contracts with the Peace Corps.

As in the case of formal research of organized units constituting the most visible but probably the smaller portion of the total research effort of the University, so, too, in the case of Pacific service activity. Individual faculty members, frequently under ad hoc terms, arrange for the providing of personal services. A faculty group may enter into a contract with the National Science Foundation to conduct a summer institute in science for school teachers in the field; a single faculty member may agree to act as consultant in advising on political development. The totality of the University community's service involvement in the Pacific remains so extensive as yet to defy complete itemization.

## CLASSES IN PACIFIC ISLANDS STUDIES

The University schedules a wide variety of courses focused upon the Pacific Islands. These cover the gamut from introductory courses designed only for undergraduates (100–300), those in which both undergraduate and graduate students may receive academic credit (400), to post-baccalaureate offerings (600–800). Instruction is regularly provided in the Hawaiian language and literature, and programs in Hawaiian translation. Depending upon demand and availability of staff, directed elementary, intermediate, and advanced language study is also offered in Fijian, Samoan, Trukese, and other Pacific Islands languages.

A multidisciplinary master's degree program, primarily based on the humanities and the social sciences, is designed for graduate students interested in the Pacific Ocean Basin. Candidates for the M.A. in Pacific Islands Studies must have an undergraduate background (or the equivalent) of 18 hours of credit dealing with the Pacific in such fields as art, linguistics, literature, music, political science, and sociology, including a basic course in anthropology, geography, or history of the Pacific. The requisite 24 units of graduate credit are earned in courses selected in such manner as to provide an integrated program bearing upon the student's particular concentration of interest. At least three departments must be represented in course work and in the committee supervising the master's thesis. (Information on admission, tuition, and fees may be obtained from the Graduate Division of the University. Intended candidates from the United States, Asia, and the Pacific are eligible for East-West Center scholarships; information on the Center's Student Interchange Program may be obtained from its Student Selections Office.)

Pacific courses of instruction currently scheduled are listed by title under their respective departments: (The number in parenthesis signifies the credits earned, while "arr." shows that the number of credits may vary, being arranged by the instructor in each instance courses marked with an asterisk may but do not necessarily focus on the Pacific, and the instructor must therefore be consulted before enrolling.)

Agricultural Economics
    625 Economics of Agriculture: Tropical Countries and Asia (3)*
    638 Land Use in Developing Countries (3)*
    639 Agricultural Development Economics and Development Planning (3)*
Agronomy and Soil Science
    201 Principles of Tropical Agronomy (3)*
    304 Tropical Soils (4)

Anthropology
250 Oceania (3)
450 Regional Cultures of Oceania (3)
  (1) Hawaii  (3) Polynesia
  (2) Micronesia  (4) Melanesia
460 Regional Archeology (3)
  (1) Asia and the Pacific
699 Directed Research (arr.)
750 Research Seminar (in Oceania) (3)
Architecture
621 Seminar on Tropical Architecture (2)*
640 Architecture and Planing in Tropical Areas (4)*
Art
475 Arts of the Pacific (3)
675 Arts of Hawaii (3)
676 Arts of Indonesia and Melanesia
Botany
105 Ethnobotany (3)
160 Identification of Tropical Plants (2)*
353 Ecology (3)*
English
480 Literature of the Pacific (3)
482 Narratives of Oral Tradition (3)*
675 Literary Genres and Problems (3)*
799 Directed Research (arr.)
Geography
314 Geography of the Tropics (3)*
326 Conservation and Utilization of Natural Resources (3)*
339 Geography of Exploration (3)*
361 Geography of Australia and New Zealand (2)
365 Geography of the Pacific (3)
368 Geography of Hawaii (3)
665 Seminar in Geography of the Pacific (3)
799 Directed Research (arr.)
History
421 Australia and New Zealand (3)
422 History of Oceania (3)
424 History of the Hawaiian Islands (3)
425 The United States in the Pacific (3)
675 Seminar in Pacific History (3)
799 Directed Research (arr.)
Horticulture
101 Plants are for People (3)
Music
401 Ensembles (1)
  (78) Oceanic Ensemble
  (98) Oceanic Dance
457 Pacific and Asian Music in Education (2)
471 Music of Non-literate Peoples (3)*
600 Seminar (in Ethnomusicology) (3)*
670 Regional Music (3)
  (2) Oceania
699 Directed Research (arr.)
Pacific Islands
699 Directed Research (arr.)
800 Thesis Research (arr.)
Political Science
345 Topics in Comparative Government and Politics (3)*
640 Comparative Government and Politics (3)*
699 Directed Research (arr.)
740 Seminar: Comparative Government and Politics (3)*
Psychology
665 Cross-Cultural Psychology (3)*
699 Directed Research (arr.)
Public Health
664 Infectious Diseases of Man in the Pacific (3)

Sociology
310 (232) Community Forces in Hawaii (3)
430 Race Relations in the Pacific (3)
722 Seminar in Group Relations (3)*
799 Directed Research (arr.)
Speech
499 Special Problems (arr.)*
784 Seminar in Intercultural Communications (3)*
Zoology-Botany
450 Natural History of the Hawaiian Islands (3)

## PACIFIC-INTERESTED UNIVERSITY FACULTY

Some members of the University of Hawaii's faculty focus their academic concerns solely on Pacific Islands subjects; many more have broader areas of interest, only partially Pacific-related. Almost 200 of the University faculty have indicated they share a community of interest in the Pacific Islands, whether or not it be of an exclusive nature, and have expressed the desire to cooperate in University efforts directed to furthering Pacific Islands teaching, research, and service. The following is a list of who they are, briefly noting the geographic breadth of Pacific field experience they bring to the University of Hawaii's Pacific Islands Program; their having published on subjects applicable generally to the Pacific, or limited to the Melanesian, Micronesian, or Polynesian (including Hawaii) areas, or to Australia or New Zealand. (It should, of course, be understood their publications unrelated to the Pacific are not noted and, similarly, no reference is made to their field work conducted elsewhere in the world outside of the Pacific Basin.)

Abbott, Agatin T. Professor, Geosciences. Ph.D. 1953 (Washington). Area: (7420) Geomorphology; economic geology. Field Exp.: Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, Fiji, Society Is.); Australia; New Zealand. Publications: Micronesia; Polynesia.

Adams, Carl W. Assistant Professor, Geosciences. M.S. 1951 (U.S. Naval Postgraduate). Area: (7440) Meteorology. Field Exp.: Micronesia (Guam): Polynesia (Society Is., Tonga). Publications: Pacific (general); Micronesia: Polynesia.

Adams, William M. Professor, Geophysics. Ph.D. 1957 (St. Louis). Area: (7499) Seismology. Field Exp.: Micronesia (U.S. Trust Territory, Wake); Polynesia (Midway). Publications: Pacific (general); Polynesia.

Adkins, Dorothy C. Professor/Researcher, Education. (Director, Head Start Evaluation and Research Center) Ph.D. 1937 (Ohio State). Area: (2025) Test and measurements: test development. Field Exp.: Polynesia (Am. Samoa).

Alicata, Joseph E. Professor, Animal Sciences. Ph.D. 1934 (George Washington). Area: (7599) Parasitology. Field Exp.: Melanesia (Loyalty Is., New Caledonia, New Hebrides); Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, W. Samoa, Fiji, Society Is.); Australia; New Zealand. Publications: Pacific (general); Melanesia; Micronesia; Polynesia; New Zealand.

Ashton, Geoffrey C. Professor/Chairman, Genetics. D. Sc. 1967 (Liverpool). Area: (7535) Genetics. Field Exp.: Micronesia (U.S. Trust Territory); Australia. Publications: Australia.

Aten, Donald G. Assistant Professor, Education. Ed.D. 1969 (Columbia). Area: (2099). Measurement and evaluation; educational administration. Field Exp.: Micronesia (Guam). Publications: Micronesia.

Backus, Joseph M. Assistant Professor, English. Ph.D. 1961 (California-Berkeley). Area: (1131) English.

Baker, Gladys E. Professor, Botany. Ph.D. 1935 (Washington). Area: (7525) Mycology. Field Exp.: Polynesia (Society Is., Tuamotus). Publications: Pacific (general); Polynesia.

Baldwin, Wayne J. Research Associate, Hawaii Institute of Marine Biology. B.S. 1951 (Humboldt State). Area: (7565) Ichthyology: inshore fishes. Field Exp.: Micronesia (U.S. Trust Territory). Publications: Pacific (general).

Banner, Albert H. Professor, Zoology. Ph.D. 1943 (Washington). Area: (7565) Marine toxins and coral reef biology. Field Exp.: Melanesia (New Caledonia, New Guinea, New Hebrides, Solomons); Micronesia (U.S. Trust Territory);

Polynesia (Am. Samoa, W. Samoa, Cook Is., Ellice Is., Fiji, Line Is.. Phoenix Is., Society Is., Tonga, Tuamotus); Australia. Publications: Pacific (general); Micronesia; Polynesia.

Bell, Janet E. Curator, Hawaiian and Pacific Collection. B.S.L.S. 1933 (Washington). Area: (1200). Field Exp.: Polynesia (Fiji); Australia; New Zealand. Publications: Polynesia.

Bender, Byron W. Associate Professor, Linguistics. Ph.D. 1963 (Indiana). Area: (1509) Descriptive and applied linguistics; Micronesian languages. Field Exp.: Micronesia (U.S. Trust Territory); New Zealand. Publications: Micronesia.

Benedict, Albert A. Professor/Chairman, Microbiology, Ph.D. 1952 (California-Berkeley). Area: (7545) Immunology. Field Exp.: Melanesia (New Caledonia); Polynesia (Am. Samoa, W. Samoa, Society Is., Tuamotus).

Bennett, Hannah Lou. Director, Hawaii Curriculum Center. M.A. 1947 (Ohio State). Area: (2030) Early childhood education. Field Exp.: Micronesia (Guam, U.S. Trust Territory).

Berger, Andrew J. Professor/Chairman, Zoology. Ph.D. 1950 (Michigan). Area: (7599) Ornithology. Field Exp.: Polynesia (Midway); Australia: New Zealand. Publications: Polynesia.

Bess, Henry A. Sr. Professor/Sr. Entomologist, Entomology, Ph.D. 1934 (Ohio State). Area: (7530) Biological control and ecology. Field Exp.: Melanesia (New Caledonia); Polynesia (Fiji); Australia. Publications: Polynesia.

Boaz, Thomas L. Teaching Assistant, Geography, B.A. 1964 (Michigan). Area: (6300) Cultural; population; land use. Field Exp.: Melanesia (New Caledonia, New Hebrides, Solomons); Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, W. Samoa, Ellice Is., Fiji); Australia; New Zealand.

Bowers, Neal M. Professor, Geography. Ph.D. 1951 (Michigan). Area: (6300) Geography of Asia and Pacific. Field Exp.: Micronesia (Guam, U.S. Trust Territory). Publications: Pacific (general); Micronesia; Polynesia.

Brock. Vernon E. Professor. Oceanography. (Director, Hawaii Institute of Marine Biology). M.A. 1944 (Stanford). Area: (7565) Biological oceanography; fisheries. Field Exp.: Melanesia (New Caledonia); Micronesia (Guam, U.S. Trust Territory); Polynesia (Fiji, Line Is., Phoenix Is., Society Is.) Publications: Pacific (general); Polynesia.

Brown. Frank B. Assistant Professor. Education. Ed.D. 1967 (Indiana). Area: (2060) Secondary curriculum. Field Exp.: Micronesia (U.S. Trust Territory).

Burbank, Nathan C. Professor, School of Public Health. Sc.D. 1955 (M.I.T.). Area: (8065) Sanitary engineering—environmental sanitation. Field Exp.: Micronesia (Guam). Publications: Polynesia.

Bushnell. O. A. Professor. Tropical Medicine and Medical Microbiology. Ph.D. 1937 (Wisconsin). Area: (5020) Medical microbiology. Publications: Polynesia.

Campbell, J. Frisbee, Jr. Geophysicist, Hawaii Institute of Geophysics. M.S. 1966 (Hawaii). Area: (7430) Geology: geophysics. Field Exp.: Melanesia (New Guinea. Solomons); Polynesia (Am. Samoa). Publications: Melanesia; Polynesia.

Campbell. Robert L. Associate Professor, Curriculum and Instruction. M.Ed. 1951 (Louisiana State). Area: (2050) Science education. Field Exp.: Micronesia.

Cardines, Richard. Associate Health Specialist. School of Public Health. M.D. 1959 (Johns Hopkins): M.P.H. 1967 (Hawaii). Area: (5075) International health; epidemiology; tropical diseases. Field Exp.: Melanesia (Solomons); Micronesia (U.S. Trust Territory): Polynesia (Society Is.): Australia.

Char. Donald F. B. Professor, Student Health Service and School of Public Health. M.D. 1950 (Temple). Area: (5030) Child health. Field Exp.: Polynesia (Am. Samoa, W. Samoa). Publications: Polynesia.

Chave, Keith E. Professor, Oceanography. Ph.D. 1952 (Chicago). Area: (7410) Geochemistry.

Chung. Chin Sik. Professor. School of Public Health. Ph.D. 1957 (Wisconsin). Area: (7535) Human population genetics; biostatistics.

Clark. Elizabeth. Associate Professor, School of Public Health. Dr. P.H. 1968 (California-Berkeley). Area: (5075) Health education.

Clarke, William. Associate Professor. Geography. Ph.D. 1968 (California-Berkeley). Area: (6300) Geography of New Guinea; cultural ecology. Field Exp.: Melanesia (New Caledonia. New Guinea); Polynesia (Fiji. Society Is.); Australia; New Zealand. Publications: Melanesia.

Clutter, Robert I. Associate Professor, Oceanography. Ph.D. 1963 (California-San Diego). Area: (7515) Biology; ecology. Field Exp.: Micronesia (U.S. Trust Territory); Australia.

Coraggio, Peter. Instructor, Music. M.S. 1963 (Juilliard). Area: (1004) Pianist and composer (electronic music).

Cox, Doak C. Professor, Geosciences. (Director, Water Resources Research Center.) Ph.D. 1965 (Harvard). Area: (7499) Hydrology and geology. Field Exp.: Micronesia (U.S. Trust Territory); Polynesia (W. Samoa). Publications: Micronesia; Polynesia.

Cox, J. Halley. Professor, Art. M.A. 1937 (California-Berkeley). Area: (1054) Hawaiian sculpture and petroglyphs; Pacific arts. Field Exp.: Melanesia (New Caledonia); Polynesia (W. Samoa, Fiji, Society Is.); Australia; New Zealand. Publications: Polynesia.

Crossley, John B. Professor/Chairman, Educational Administration. Ed.D. 1950 (California-Los Angeles). Area: (2000) Educational administration. Field Exp.: Micronesia (U.S. Trust Territory).

Crymes, Ruth H. Associate Professor, English. Ph.D. (Columbia). Area: (1131)

Crymes, Ruth H. Associate Professor, English. Ph.D. 1965 (Columbia). Area: (1131) English. Field Exp.: Micronesia (Trust Territory).

Danielson, Edwin F. Professor, Meteorology. Ph.D. 1958 (Washington). Area: (7440) Synoptic and dynamic meteorology.

Davidson, Jack R. Professor, Agricultural Economics. Ph.D. 1960 (California-Berkeley). Area: (6200) Production and resource economics.

Daws, A. Gavan. Associate Professor, History. Ph.D. 1966 (Hawaii). Area: (6430) Pacific history (Polynesia). Field Exp.: Polynesia (Am. Samoa, Fiji, Society Is.); Australia. Publications: Pacific (general); Polynesia.

Day, A. Grove. Sr. Professor, English. Ph.D. 1944 (Stanford). Area: (1131) English and American language and literature, including Pacific. Field Exp.: Polynesia (Am. Samoa, Fiji, Society Is.); Australia; New Zealand. Publications: Pacific (general); Melanesia; Micronesia; Polynesia; Australia.

Doty, Maxwell S. Professor, Botany. Ph.D. 1954 (Stanford). Area: (7525) Marine botany; algologist. Field Exp.: Micronesia (Guam, U.S. Trust Territory); Polynesia (Cook Is., Society Is., Tuamotus); Australia. Publications: Pacific (general); Polynesia.

Dunn-Rankin, Peter. Associate Professor/Associate Researcher, Education Research and Development. Ed.D. 1965 (Florida State). Area: (2025) Educational research and psychology. Field Exp.: Micronesia (Guam, U.S. Trust Territory).

Ekroth, Lauren E. Assistant Professor, Speech-Communication. Ph.D. 1967 (Minnesota). Area: (1180) Intercultural communication.

Elbert, Samuel H. Professor, Linguistics. Ph.D. 1950 (Indiana). Area: (1509) Polynesian languages. Field Exp.: Melanesia (New Hebrides, Solomons); Micronesia (U.S. Trust Territory); Polynesia (Am. Samoa, W. Samoa, Marquesas). Publications: Melanesia; Micronesia; Polynesia.

Ellingsworth, Huber W. Professor, Speech-Communication. Ph.D. 1955 (Florida State). Area: (1180) Interpersonal and mass communication.

Eyde, David B. Assistant Professor, Anthropology. Ph.D. 1966 (Yale). Area: (6000) Analysis of symbolic systems. Field Exp.: Melanesia (New Guinea). Publications: Melanesia, Polynesia.

Fan, Pow Foong. Assistant Professor, Geosciences. Ph.D. 1965 (California-Los Angeles). Area: (7420) Sedimentology and marine geology. Publications: Polynesia.

Furumoto, Augustine. Associate Professor/Associate Seismologist, Geosciences. Ph.D. 1961 (St. Louis). Area: (7499) Seismology in volcano physics. Field Exp.: Melanesia (New Guinea, Solomons); Micronesia (U.S. Trust Territory); Polynesia (Midway); Australia. Publications: Pacific (general); Polynesia.

Gallagher, Brent S. Assistant Professor, Oceanography. Ph.D. 1965 (Scripps). Area: (7460) Water turbulence.

Gilbert, James C. Professor, Horticulture. Ph.D. 1959 (Hawaii). Area: (7030) Vegetable breeding. Publications: Polynesia.

Gill, Sarah. Assistant Professor, Art. Ph.D. 1968 (Columbia). Area: (1056) Primitive art. Publications: Pacific (general).

Gillett, Dorothy K. Instructor, Music. 5th Yr. 1941 (Hawaii). Area: (1070) Elementary school music education.

Glick, Clarence E. Professor, Sociology. Ph.D. 1938 (Chicago). Area: (6915) Race relations and political sociology. Field Exp.: Polynesia (Fiji); Australia; New Zealand. Publications: Polynesia.

Grace, George W. Professor/Chairman, Linguistics. Ph.D. 1958 (Columbia). Area: (1509) Anthropology; linguistics. Field Exp.: Melanesia (New Caledonia, New Guinea, Solomons); Polynesia (Fiji); Australia. Publications: Pacific (general); Melanesia; Polynesia.

Green, Roger C. Associate Professor, Anthropclogy. Ph.D. 1964 (Harvard). Area: (1080) Prehistory. Field Exp.: Melanesia (Solomons); Polynesia (Am. Samoa, W. Samoa, Cooks, Fiji, Society Is., Tonga Tuamotus); Australia; New Zealand. Publications: Pacific (general); Polynesia; New Zealand.

Grossman, Jerome. Professor, School of Public Health. Ph.D. 1954 (California-Berkeley). Area: (5075) Health education (community development and organization). Field Exp.: Micronesia (Guam, U.S. Trust Territory).

Groves, Gordon. Professor, Oceanography. Ph.D. 1955 (California-San Diego). Area: (7460) Physical oceanography. Field Exp.: Melanesia (Solomons); Micronesia (U.S. Trust Territory); Polynesia (Fiji; Phoenix Is.).

Gundersen, Kaare R. G. Associate Professor, Microbiology. Ph.D. 1962 (Gothenburg). Area: (7545) Marine microbiology. Field Exp.: Polynesia (Society Is., Tuamotus). Publications: Polynesia.

Hamilton, Richard A. Professor, Horticulture. Ph.D. 1953 (Minnesota). Area: (7030) Fruit crops. Field Exp.: Melanesia (New Guinea, Solomons). Publications: Polynesia.

Haramoto, Frank H. Associate Professor/Associate Entomologist, Entomology. Ph.D. 1966 (Hawaii). Area: (7530) Acarology. Publications: Polynesia.

Hardy, Elmo D. Sr. Professor, Entomology. Ph.D. 1941 (Kansas). Area: (7530) Systematics and medical entomology. Field Exp.: Melanesia (New Guinea). Publications: Pacific (general); Micronesia; Polynesia; Australia; New Zealand.

Harms, Stanley. Associate Professor, Speech-Communication. Ph.D. 1959 (Ohio State). Area: (1180) Speech communication. Publications: Australia; New Zealand.

Hartman, Richard W. Assistant Horticulturist, Horticulture. Ph.D. 1962 (California-Los Angeles). Area: (7030) Vegetable breeding. Publications: Polynesia.

Hayakawa, John M. Assistant Professor, School of Public Health. M.P.H. 1954 (California-Berkeley). Area: (5075) Public health education; community organization.

Helfrich, Philip. Associate Marine Biologist, Hawaii Institute of Marine Biology. Ph.D. 1958 (Hawaii). Area: (7515) Ecology of coral reefs; biotoxins; fish ecology. Field Exp.: Melanesia (New Caledonia); Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, W. Samoa, Fiji, Line Is., Society Is., Tuamotus); Australia; New Zealand. Publications: Pacific (general); Polynesia.

Heyum, Renee. Pacific Curator, Sinclair Library. Diploma 1956 (Library School, France). Area: (1200) Pacific collection. Publications: Pacific (general).

Hormann, Bernhard L. Professor, Sociology. Ph.D. 1949 (Chicago). Area: (6919) Sociology of religion; changing peasant society and Hawaii. Publications: Polynesia.

Hugh, William I. Associate Swine Specialist, Animal Sciences, Cooperative Extension Service, Ph.D. 1955 (Minnesota). Area: (7010) Swine specialist. Field Exp.: Melanesia (New Caledonia, New Hebrides, Solomons); Polynesia (Am. Samoa, Fiji, Tonga). Publications: Melanesia; Polynesia.

Ihara, Teruo, Director, Foreign Contracts/College of Education. Ph.D. 1959 (Ohio State). Area: (2099) Curriculum; community college. Field Exp.: Micronesia (Guam, U.S. Trust Territory). Publications: Micronesia.

Ingils, Chester R. Associate Professor, Educational Administration. Ed.D. 1958 (Stanford). Area: (2000) Educational administration. Field Exp.: Micronesia (U.S. Territory). Publications: Micronesia.

James, Gary A. Instructor, English Language Institute. M.A. 1968 (Hawaii). Area: (1140) English as a second language. Field Exp.: Micronesia (U.S. Trust Territory).

Johnson, Donald D. Professor, History. Ph.D. 1946 (Southern California). Area: (6430) U.S. diplomacy; U.S. in the Pacific; Latin America. Field Exp.: Polynesia (Fiji); Australia; New Zealand. Publications: Pacific (general); Polynesia.

Kaeppler, Adrienne L. Assistant Professor, Anthropology. Ph.D. 1967 (Hawaii). Area: (6000) Social organization and the arts. Field Exp.: Polynesia (Fiji, Society Is., Tonga). Publications: Pacific (general); Melanesia; Polynesia.

Kaihara, Yasuto. Assistant Curator, Sinclair Library. M.S. 1958 (Illinois). Area: (1200) Hawaiian and Pacific Collection. Publications: Polynesia.

Kamemoto, Haruyuki. Professor/Horticulturist, Horticulture. Ph.D. 1950 (Cornell). Area: (7030) Genetics and plant breeding. Publications: Polynesia.

Kay, E. Alison. Professor, General Science. Ph.D. 1957 (Hawaii). Area: (7565) Marine zoology: mollusks. Field Exp.: Micronesia (U.S. Trust Territory); Polynesia (Fiji); Australia; New Zealand. Publications: Polynesia.

Korn, Alfons L. Professor Emeritus, English. (Consultant, Hawaii Curriculum Center). M.A. 1937 (California-Berkeley); 1968 (Oxford). Area: 19th century Hawaiian history; unwritten literature of Oceanic peoples. Publications: Pacific (general); Polynesia.

Koshi, James H. Dairy Specialist, Animal Science. Ph.D. 1955 (Minnesota). Area: (7010) Dairy specialist.

Lamoureaux, Charles H. Associate Professor, Botany. Ph.D. 1961 (California-Davis). Area: (7527) Ecology; plant anatomy. Field Exp.: Polynesia (Am. Samoa, Fiji, Johnston Is., Midway); New Zealand. Publications: Polynesia.

La Plante, Albert A. Associate Specialist, Entomology. Ph.D. 1949 (Cornell). Area: (7530) Economic entomology; extension teaching. Field Exp.: Micronesia (Guam, U.S. Trust Territory); Polynesia (Fiji, Society Is.). Publications: Micronesia; Polynesia.

Laurila, Simo H. Professor, Geophysics. Ph.D. 1953 (Institute of Technology, Finland). Area: (7400) Electronic surveying and mapping; photogrammetry.

Lee, Richard K. C. Dean/Professor, School of Public Health. M.D. 1933 (Tulane); Dr. P. H. 1938 (Yale). Area: (5075) Public health. Field Exp.: Melanesia (New Caledonia, New Guinea); Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, W. Samoa, Fiji); Australia; New Zealand, Publications; Micronesia; Polynesia.

Leib, Amos P. Associate Professor, English. (University Marshal.) Ph.D. 1963 (Tulane). Area: (1131) American, medieval, and Pacific literature. Field Exp.: Micronesia (Guam); Polynesia (Am. Samoa, W. Samoa, Fiji, Society Is., Tonga); Australia; New Zealand. Publications: Polynesia.

Luomala, Katharine. Professor, Anthropology. Ph.D., 1936 (California-Berkeley). Area: (600) Ecology; oral art. Field Exp.: Micronesia (Gilbert Is.); Polynesia (Line Is., Phoenix Is.). Publications: Pacific (general); Melanesia; Micronesia; Polynesia; Australia; New Zealand.

MacDonald, Gordon A. Sr. Professor, Geosciences. Ph.D. 1938 (California-Berkeley). Area: (7420) Geology. Field Exp.: Micronesia (Guam); Polynesia (Am. Samoa). Publications: Polynesia.

Mahoney, Carl T. Assistant Professor. Art and Architecture. A.A. Diploma 1964 (London). Area: (1040) Tropical architecture; architectural climatology.

Mahony, Frank J. Associate Professor, Anthropology. Ph.D. 1969 (Stanford). Area: (6000) Cultural anthropology; Micronesia. Field Exp.: Micronesia (U.S. Trust Territory). Publications: Micronesia.

Malahoff, Alexander. Assistant Professor/Assistant Geophysicist, Hawaii Institute of Geophysics. Ph.D. 1965 (Hawaii). Area: (7430) Geophysics; geology. Field Exp.: Melanesia (New Hebrides, Solomons); Polynesia (Fiji, Line Is.); Australia; New Zealand. Publications: Melanesia; Polynesia; New Zealand.

Manchester, Curtis A., Jr. Professor, Geography. Ph.D. 1946 (Michigan). Area: (6300) Historical geography; Pacific and Asian regional geography. Field Exp.: Micronesia (Guam, U.S. Trust Territory); Polynesia (Fiji); Australia. Publications: Pacific (general); Micronesia; Polynesia.

Manghnani, Murli H. Professor/Assistant Geophysicist, Hawaii Institute of Geophysics. Ph.D. 1962 (Montana State). Area: (7430) Geophysics; geochemistry. Publications: Polynesia.

Mansson, Helge H. Associate Professor, Psychology. Ph.D. 1965 (New York). Area: (6740) Social psychology.

Mason, Charles. Director, English Language Institute. Ph.D. 1968 (Southern Illinois). Area: (1140) English as a second language. Field Exp.: Micronesia (Guam). Publications: Micronesia.

Mason, Leonard. Professor, Anthropology. Ph.D. 1955 (Yale). Area: (6000) Cultural anthropology. Field Exp.: Micronesia (Guam, U.S. Trust Territory). Publications: Pacific (general); Melanesia; Micronesia; Polynesia.

Matsumoto, Y. Scott. Associate Professor, School of Public Health. Ph.D. 1957 (American). Area: (6900) Population and sociology.

Maukele, Patricia A. Instructor, Asian and Pacific Languages. Ed.B. 1966 (Hawaii). Area: (1199) Hawaiian language.

McKaughan, Howard P. Professor, Linguistics. (Director, Pacific and Asian Linguistics Institute; Associate Dean, Graduate Division). Ph.D. 1957 (Cornell). Area: (1509) New Guinea descriptive linguistics; Philippines. Field Exp.: Melanesia (New Guinea); Micronesia (Guam, U.S. Trust Territory); Australia; New Zealand. Publications: Melanesia.

Meller, Norman. Professor, Political Science. (Director, Pacific Islands Program). Ph.D. 1955 (Chicago). Area: (6699) Legislative process; development administration. Field Exp.: Melanesia (New Caledonia, New Guinea, New Hebrides, Solomons); Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, W. Samoa, Fiji, Society Is., Tonga); Australia; New Zealand. Publications: Pacific (general); Melanesia; Micronesia; Polynesia.

Meredith, Donald S. Associate Professor, Plant Pathology. Ph.D. 1958 (Cambridge). Area: (7555) International, tropical plant pathology. Field Exp.: Melanesia (New Caledonia); Polynesia (Am. Samoa, W. Samoa, Fiji, Tonga). Publications: Polynesia.

Miller, Robert A. Graduate Assistant, English Language Institute, B.A. 1961 (Whittier). Area: (1140) English as a second language. Field Exp.: Micronesia (U.S. Trust Territory).

Mitchell, Wallace C. Professor/Associate Entomologist, Entomology. Ph.D. 1955 (Iowa State). Area: (7530) Economic entomology. Field Exp.: Micronesia (U.S. Trust Territory). Publications: Pacific (general); Micronesia; Polynesia.

Moberly, Ralph M., Jr. Associate Professor, Geosciences. Ph.D. 1956 (Princeton). Area: (7420) Geology. Publications: Polynesia.

Morton, Newton E. Professor/Director, Population Genetics Laboratory. Ph.D. 1955 (Wisconsin). Area: (7535) Population genetics. Field Exp.: Micronesia (U.S. Trust Territory). Publications: Melanesia; Micronesia; Polynesia.

Moy, James Hee. Assistant Professor/Assistant Food Technologist, Food Science and Technology. Ph.D. 1965 (Rutgers). Area: (7060) Food and chemical engineerings; radiation preservation.

Murphy, Thomas. Professor, History. Ph.D. 1939 (Yale). Area: (6430) British Empire Commonwealth; Pacific Islands. Field Exp.: Polynesia (Am. Samoa, W. Samoa, Fiji); Australia; New Zealand. Publications: Polynesia.

Mytinger, Robert E. Associate Professor, School of Public Health. Dr.P.H. 1965 (California-Los Angeles). Area: (5075) Medical care organization; health administration. Field Exp.: Micronesia (Guam); Polynesia (Am. Samoa, Fiji); Australia. Publications: Polynesia.

Nakagawa, Yukio. Associate Specialist, Cooperative Extension Service. B.S., 1940 (Hawaii). Area: (7030) Vegetable crops. Field Exp.: Melanesia (New Hebrides, Solomons); Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, W. Samoa). Publications: Polynesia.

Nakasone, Henry Y. Associate Horticulturist, Agriculture. Ph.D. 1960 (Hawaii). Area: (7030) Genetics and plant breeding. Publications: Polynesia.

Namba, Ryoji. Professor/Entomologist, Entomology. Ph.D. 1953 (Minnesota). Area: (7530) Insect transmission of plant viruses; leaf-hoppers. Publications: Polynesia.

Neil, J. Meredith. Assistant Professor, American Studies. Ph.D. 1966 (Washington State). Area: (1056) Social history of art, environmental design.

Nelson, Torlef. Professor, Education. (Director, Division of Field Services.) Ed.D. 1952 (Washington). Area: (2080) History; economics. Field Exp.: Micronesia (Guam, U.S. Trust Territory). Publications: Micronesia.

Newhouse, W. Jan. Assistant Professor, General Science. Ph.D. 1967 (Hawaii). Area: (7527) Ecology. Field Exp.: Micronesia (U.S. Trust Territory, Wake); Polynesia (Fiji, Johnston Is., Society Is., Tuamotus). Publications: Micronesia; Polynesia.

Oliver, Douglas. Professor, Anthropology. Ph.D. 1935 (Vienna). Area: (6000) Social organization; culture history; ecology. Field Exp.: Melanesia (New Guinea, Solomons); Micronesia (Guam, U.S. Trust Territory); Polynesia

(Society Is.). Publications: Pacific (general); Melanesia; Micronesia; Polynesia.

Pankiwskyj, Kost A. Assistant Professor, Geosciences. Ph.D. 1964 (Harvard). Area: (7420) Geology. Publications: Polynesia.

Park, Chai Bin. Associate Professor, School of Public Health. Dr.P.H. 1959 (California-Berkeley). Area: (6900) Biostatistics; demography.

Parker, Gary J. Assistant Professor, Linguistics. Ph.D. 1964 (Cornell). Area: (1509) Descriptive and comparative linguistics; Melanesian languages. Field Exp.: Melanesia (New Hebrides). Publications: Melanesia.

Philipp, Perry F. Professor/Agricultural Economist, Agricultural Economics. Ph.D. 1951 (California-Berkeley). Area: (6200) Production economics; agricultural economics in developing countries. Field Exp.: Polynesia (Fiji); New Zealand. Publications: Pacific (general); Polynesia: Australia; New Zealand.

Pirie, Peter N.D. Associate Professor, Geography. Ph.D. 1964 (Australian National). Area: (6300) Population and the Pacific Islands. Field Exp.: Polynesia (Am. Samoa, W. Samoa, Fiji, Tokelau Is., Tonga); Australia; New Zealand. Publications: Pacific (general); Polynesia; New Zealand.

Plaister, Theodore H. Associate Professor, English as a Second Language. M.A. 1960 (Michigan). Area: (1140) English as a second language. Field Exp.: Micronesia (Guam, U.S. Trust Territory).

Pollock, Richard L. Assistant Professor/Economist, Economic Research Center. Ph.D. 1967 (Wisconsin). Area: (6210) Public finance; industrial organization: economic development. Field Exp.: Micronesia (U.S. Trust Territory). Publications: Micronesia.

Poyzer, Marvin F. Professor, Education. Ed.D. 1954 (Bradley). Area: (2090) Vocational, industrial education. Field Exp.: Micronesia (U.S. Trust Territory); Polynesia (Am. Samoa, Johnston Is.). Publications: Micronesia: Polynesia.

Ramage, Colin S. Professor, Geosciences. D.Sc. 1961 (New Zealand). Area: (7440) Tropical meteorology. Field Exp.: Melanesia (Solomons); Micronesia (Guam): Polynesia (Fiji): Australia: New Zealand. Publications: Pacific (general).

Randall, John E. Marine Biologist, Hawaii Institute of Marine Biology. Ph.D. 1955 (Hawaii). Area: (7515) Marine biology. Field Exp.: Polynesia (Easter Is., Society Is.). Publications: Pacific (general).

Reddin, Mary E. Associate Professor, Curriculum and Instruction. Ed.D. 1967 (Indiana). Area: (2030) Language arts; early childhood education and elementary education. Field Exp.: Micronesia (U.S. Trust Territory).

Reese, Ernest S. Associate Professor, Zoology. Ph.D. 1960 (California-Los Angeles). Area: (7527) Behavior and ecology. Field Exp.: Melanesia (New Caledonia, New Hebrides); Micronesia (U.S. Trust Territory); Polynesia (Am. Samoa, Fiji, Society Is., Tonga); Australia. Publications: Pacific (general).

Resig, Johanna M. Assistant Micropaleontologist, Geosciences, Dr. rer.nat., 1965 (Kiel). Area: (7470) Micropaleontology. Field Exp.: Melanesia (Solomons). Publications: Polynesia.

Richstad, Jim A. Assistant Professor, English. Ph.D. 1967 (Minnesota). Area: (6102) Mass communication in society; journalism.

Rider, Richard. Professor/Chairman, Speech-Communication. Ph.D. 1958 (Illinois). Area: (1180) Broadcasting; inter-cultural communication; communication in innovation.

Romanowski, Roman R., Jr. Associate Professor, Horticulture. Ph.D. 1961 (Cornell). Area: (7030) Chemical weed control. Publications: Pacific (general); Polynesia.

Rose, John C. Geophysicist, Geosciences. Ph.D. 1955 (Wisconsin). Area: (7430) Solid earth geophysics. Field Exp.: Melanesia (New Guinea, Solomons); Polynesia (Am. Samoa, W. Samoa, Fiji); Australia; New Zealand. Publications: Melanesia.

Ross, Edward. Chairman, Food Science and Technology. Ph.D. 1937 (California-Berkeley). Area: (7060) Food irradiation; tropical and interrelated Asian food products. Field Exp.: Melanesia (New Caledonia); Polynesia (Am. Samoa, W. Samoa, Fiji); Australia. Publications: Pacific (general); Melanesia; Polynesia: Australia.

Sadler, James C. Associate Meterologist, Geosciences. M.A. 1947 (California-Los Angeles). Area: (7440) Meteorology. Field Exp.: Micronesia (Guam, U.S. Trust Territory): Polynesia (Christmas Is.); New Zealand. Publications: Pacific (general); Polynesia.

Sahara, Tamotsu. Specialist, Land Study Bureau. B.S. 1948 (Hawaii). Area: (7000) Soils; agronomy. Field Exp.: Micronesia (U.S. Trust Territory). Publications: Micronesia; Polynesia.

Schutz, Albert J. Assistant Professor, Linguistics. Ph.D. 1962 (Cornell). Area: (1509) Oceanic languages. Field Exp.: Melanesia (New Hebrides); Polynesia (Am. Samoa, W. Samoa, Fiji); Australia. Publications: Melanesia; Polynesia.

Seglem. Glenn A. Instructor, English as a Second Language. B.A. 1958 (Washington). Area: (1132) Linguistics. Field Exp.: Melanesia (Solomons).

Sherman, G. Donald. Associate Director/Sr. Professor, Hawaii Agricultural Experiment Station. Ph.D. 1940 (Michigan State). Area: (7000) Tropical soil science; tropical crop production. Field Exp.: Australia; New Zealand. Publications: Polynesia; Australia.

Sherman, Martin. Professor/Entomologist, Entomology. Ph.D. 1948 (Cornell). Area: (7530) Insect toxicology. Publications: Polynesia.

Sinclair, Marjorie P. Assistant Professor, English. M.A. 1937 (Mills). Area: (1132) Literature; poetry. Field Exp.: Polynesia (Society Is.). Publications: Polynesia.

Smith, Albert C. Professor, Botany, Ph.D. 1933 (Columbia). Area: (7525) Evolution and systematics. Field Exp.: Polynesia (Fiji). Publications: Pacific (general); Melanesia; Polynesia.

Smith, Barbara B. Professor, Music. M.M. 1943 (Eastman). Area: (1070) Ethnomusicology (Pacific and Asia). Field Exp.: Micronesia (Guam, U.S. Trust Territory). Publications: Pacific (general).

Starosta, Stanley. Assistant Professor, Linguistics. Ph.D. 1967 (Wisconsin). Area: (1509) Indo-Pacific languages: generative grammar.

Stasack, Edward A. Associate Professor, Art. M.F.A. 1956 (Illinois). Area: (1054) Printmaking and painting. Field Exp.: Polynesia (Am. Samoa, W. Samoa, Fiji). Publications: Polynesia.

Street, John M. Associate Professor, Geography. Ph.D. 1960 (California-Berkeley). Area: (6300) Bio-geography. Field Exp.: Melanesia (New Caledonia, New Guinea, New Hebrides, Solomons); Polynesia (Am. Samoa, W. Samoa, Fiji, Society Is.). Publications: Melanesia: Micronesia.

Stroup, Edward D. Associate Oceanographer, Oceanography. M.A. 1958 (Johns Hopkins). Area: (7460) Descriptive physical oceanography. Field Exp.: Micronesia (Guam, U.S. Trust Territory); Polynesia (Fiji, Line Is.); Australia. Publications: Pacific (general); Melanesia; Micronesia.

Suehiro, Richard Y. Associate Specialist, School of Public Health. M.P.H. 1962 (Michigan). Area: (6899) Social work; public health (International Health). Field Exp.: Melanesia (New Guinea); Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, W. Samoa, Fiji); Australia. Publications: Polynesia.

Sugita, Hiroshi. Instructor, Asian and Pacific Languages. M.A. 1966 (International Christian). Area: (1102) Japanese.

Summers, John M. Graduate Assistant, English Language Institute. B.A. 1961 (Indiana). Area: (1140) English as a second language. Field Exp.: Micronesia (U.S. Trust Territory).

Sutton, George. Professor, Geosciences. Ph.D. 1957 (Columbia). Area: (7430) Geophysics; seismology. Field Exp.: Melanesia (Solomons). Publications: Melanesia.

Tamashiro, Minoru. Associate Professor/Associate Entomologist, Entomology. Ph.D. 1960 (California-Berkeley). Area: (7530) Insect pathology. Field Exp.: Polynesia (Am. Samoa, W. Samoa, Cook Is.). Publications: Polynesia.

Tanaka, Tokushi. State and Area Specialist, Cooperative Extension Service. M.S. 1953 (Hawaii). Area: (7099) Poultry. Field Exp.: Melanesia (New Caledonia, New Hebrides, Solomons); Polynesia (Am. Samoa, Fiji, Tonga). Publications: Pacific (general).

Taylor, Ronald C. Assistant Professor, Geosciences. Ph.D. 1968 (Hawaii). Area: (7440) Tropical meteorology. Field Exp.: Polynesia (Line Is.). Publications: Pacific (general).

Tester, Albert L. Sr. Professor, Zoology. Ph.D. 1936 (Toronto). Area: (7565) Behavior of sharks. Field Exp.: Micronesia (U.S. Trust Territory). Publications: Pacific (general); Polynesia.

Townsley, Sidney J. Professor, Zoology. Ph.D. 1954 (Yale). Area: (7565) Ecology. Field Exp.: Melanesia (New Guinea); Micronesia (U.S. Trust Territory); Polynesia (Johnston Is.). Publications: Pacific (general); Polynesia.

Trifonovitch, Gregory J. Sr. Program Officer, Institute for Technical Interchange. B.A. 1960 (Wheaton). Area: (1506) Linguistics and anthropology. Field Exp.: Micronesia (Guam, U.S. Trust Territory). Publications: Micronesia.

Trujillo, Eduardo E. Plant Pathologist, Plant Pathology. Ph.D. 1962 (California-Berkeley). Area: (7555) Plant pathology. Field Exp.: Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, W. Samoa). Publications: Pacific (general); Polynesia.

Uehara, Betty K. Assistant Professor, Education. M.A. 1958 (New York). Area: (2030) Elementary education; language arts. Field Exp.: Micronesia (U.S. Trust Territory).

Voulgaropoulos, Emmanuel. Professor, School of Public Health. M.D. 1957 (Louvain); M.P.H. 1962 (Johns Hopkins). Area: (5075) International health; subspecialty in public health. Field Exp.: Melanesia (New Caledonia); Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, W. Samoa, Fiji, Tonga). Publications: Pacific (general); Polynesia.

Wenkam, Nao S. Assistant Nutritionist, Food and Nutritional Sciences. M.S. 1951 (Chicago). Area: (7100) Food composition and cultural aspects of foods. Field Exp.: Micronesia (U.S. Trust Territory). Publications: Polynesia.

Wiederholt, Ned B. Associate Specialist, School of Public Health. M.M. 1954 (Harvard). Area: (1040) Comprehensive health planning. Field Exp.: Micronesia (Guam, U.S. Trust Territory); Polynesia (Am. Samoa, W. Samon, Fiji).

Wiens, Harold J. Professor, Geography. (Chairman, Executive Committee for Asian Studies.) Ph.D. 1949 (Michigan). Area (6300) Geography. Field Exp.: Micronesia (U.S. Trust Territory); Australia; New Zealand. Publications: Pacific (general); Micronesia.

Winters, Lee E., Jr. Associate Professor, English. Ph.D. 1956 (California-Berkeley). Area: (1131) Comparative literature. Field Exp.: Micronesia (U.S. Trust Territory).

Wolff, Robert J. Associate Professor, School of Public Health. Ph.D. 1953 (Michigan). Area: (6918) Sociology. Field Exp.: Melanesia (New Caledonia); Micronesia (Guam); Polynesia (Am. Samoa, W. Samoa, Fiji, Tonga). Publications: Melanesia; Polynesia.

Woollard, George P. Professor/Director, Hawaii Institute of Geophysics. Ph.D. 1937 (Princeton). Area: (7430) Geology: geophysics; oceanography. Field Exp.: Melanesia (New Caledonia, New Guinea, Solomons); Micronesia (Guam); Polynesia (Fiji, Johnston Is., Midway); Australia; New Zealand. Publications: Polynesia.

Worth, Robert M. Professor, School of Public Health. M.D. 1954 (California-San Francisco); M.P.H. 1958 (Harvard); Ph.D. 1962 (California-Berkeley). Area: (5075) Epidemiology. Publications: Micronesia; Polynesia; Australia.

Wright, Joyce M. Director, East-West Center Library. B.A. 1943 (Washington). Area: (1200) Bibliography and political history. Field Exp.: Polynesia (Society Is.); Australia; New Zealand.

Yamada, Yukihiro. Instructor, Asian and Pacific Languages. M.A. 1962 (International Christian). Area: (1102) Japanese; Philippine languages.

Young, Reginald H. F. Assistant Professor, School of Public Health. Sc. D. 1967 (Washington). Area: (8065) Environmental health and sanitary; civil engineering. Field Exp.: Polynesia (Am. Samoa, W. Samon). Publications: Polynesia.

Zane, Lawrence. Instructor, Honolulu Community College. Ph.D. 1968 (Maryland). Area: (2090) Vocational education; physics and mathematics. Publications: Pacific (general); Polynesia.

Grouping the faculty of the Pacific Islands Program by their code designation of discipline (or specialty, where the latter has been recognized by a code designation) reveals the diversity which they bring to the Pacific area program.

### *Arts and Humanities*

#### *Fine Arts*

(1004) Piano: Coraggio
(1040) Architecture: Mahoney, Wiederholt
(1054) Painting: Cox, Stasack

#### *Art History, Art Education, Archaeology*

(1056) Art History: Gill, Nell
(1070) Music Education: Gillett, Smith

(1089) Archaeology : Green

*Language and Literature*

(1131) English and American : Backus, Crymes, Day, Leib, Sinclair, Winters
(1140) English as a Foreign Language : James, Mason, Miller, Plaister, Seglem, Summers
(1102) Japanese : Sugita, Yamada
(1180) Speech : Ekreth, Ellingsworth, Harms, Rider
(1199) Other : Maukele
(1200) Library and Archival Science : Bell, Heyum, Kaibara, Wright.

*Other Humanities*

(1509) Philology and Linguistics : Bender, Elbert, Grace, McKaughan, Parker, Schutz, Starosta, Trifonovitch

*Education*

(2000) Educational Administration : Crossley, Ingils
(2025) Educational Psychology : Adkins, Dunn-Rankin
(2030) Elementary and Pre-School Education : Bennett, Reddin, Uehara
(2050) Science Education : Campbell
(2060) Secondary Education : Brown
(2080) Teacher Training : Nelson
(2090) Vocational Education : Poyzer, Zane
(2099) Other : Aten, Ihara

*Engineering*

(8065) Sanitary : Burbank, Young

*Medical Science Disciplines*

(5020) Medical Microbiology : Bushnell
(5030) Pediatrics : Char
(5075) Public Health, Sanitation : Cardines, Clark, Grossman, Hayakawa, Lee, Mytinger, Voulgaropoulos, Worth

*Natural and Physical sciences*

*Agriculture, Food Science*

(7000) Agronomy : Sahara, Sherman
(7010) Animal Husbandry : Hugh, Koshi
(7030) Horticulture : Gilbert, Hamilton, Hartmann, Kamemoto, Nakagawa, Nakasone, Romanowski
(7090) Food Manufacture : Moy, Ross
(7099) Other : Tanaka
(7100) Home Economics : Wenkam

*Earth Sciences*

(7400) Geodesy : Laurila
(7410) Geochemistry : Chave
(6300) Geography : Boaz, Bowers, Clarke, Manchester, Pirie, Street, Wiens
(7420) Geology : Abbott, Fan, MacDonald, Moberly, Pankiwskyj
(7430) Geophysics : Campbell, Malahoff, Manghnani, Rose, Sutton, Woollard
(7440) Meteorology : Adams, Danielsen, Ramage, Sadler, Taylor
(7460) Oceanography : Gallagher, Groves, Stroup
(7470) Paleontology : Resig
(7499) Other : Adams, Cox

*Life Sciences*

(7515) Biology : Clutter, Helfrich, Randall
(7525) Botany : Baker, Doty, Smith
(7527) Ecology : Lamoureaux, Newhouse, Reese
(7530) Entomology : Bess, Haramoto, Hardy, LaPlante, Mitchell, Namba, Sherman, Tamashiro
(7535) Genetics : Ashton, Chung, Morton
(7545) Microbiology : Benedict, Gundersen
(7555) Pathology : Meredith, Trujillo
(7565) Zoology : Baldwin, Banner, Brock, Kay, Tester, Townsley
(7599) Other : Alicata, Berger

*Social Sciences*

**(6000) Anthropology : Eyde, Kaeppler, Luomala, Mahony, Mason, Oliver**

*Communications*

**(6102) Journalism, Publishing : Richstad**

*Economics and Related Fields*

**(6200) Agricultural Economics : Davidson, Philipp, Renaud**
**(6210) Economic Development : Pollock**

*History*

**(6430) Pacific : Daws, Johnson, Murphy**

*Political Science and Public Administration*

**(6699) Other : Meller**

*Psychology*

**(2025) Educational Psychology : Adkins, Dunn-Rankin**
**(6740) Social Psychology : Mansson**

*Social Work and Welfare*

**(6899) Other : Suehiro**

*Sociology*

**(6900) Population and Demography : Matsumoto, Park**
**(6915) Social Problems : Glick**
**(6918) General Sociology : Wolff**
**(6919) Other : Hormann**